

Ethnic minority achievement (EMA)

The aim of this resources page is to support the schools to build on evidenced based strategies to close the achievement gap and further improve the life chances for all children and young people in Ealing schools.

Themes

The key themes and resources provided on this page identify a number of successful factors and approaches in closing the achievement gap. These include strong leadership, high quality teaching and learning, an inclusive curriculum, the effective use of data, one-to-one support and the deployment of the best teachers to teach intervention groups.

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Pupil groups – Diverse learners in Ealing

A common characteristic of Ealing schools is the high level of pupil diversity that exists within classrooms. A key challenge for all schools is catering simultaneously for all the different needs of all pupils. The diverse classrooms include children that have a range of needs. It is important to recognise that every child is an individual with unique characteristics, needs and developmental pathways.

- Pupils with special educational needs and disability (SEND)
- [Pupils from ethnic minority backgrounds \(pdf\)](#)
 - Black and Minority Ethnic (BME)
 - English as an additional language (EAL)
 - Gypsy, Roma and Travellers (GRT)
- Disadvantaged / pupils entitled for free school meals (FSM)
- Looked after children (LAC)
- Most able and gifted and talented
- Gender

Some of these groups (SEN, EAL, BME) are not homogenous groups. This means that pupils in these categories may have more than one need. It is equally important to consider that these categories are not labels, but indicators to support teachers in planning appropriate support for every child in their class.

Also, it is critically vital to recognise the strengths all pupils bring in the classroom. For example, bilingual pupils may bring a range of linguistic skills and valuable personal and educational experiences. Equally, some children identified with Asperger disorder could also be very able children and be high performers in one or more subjects.

Ealing contextual data

[Visit the LA reports section to view Ealing's annual LA reports \(EGfL login required\)](#)

Personalised learning

- [Five keys to personalise the learning \(SecEd\)](#)
- [Vision Report of the Teaching and Learning](#)
- [What makes great teaching? Review of the underpinning research \(The Sutton Trust, 2014\) \(pdf\)](#)
- [Supporting the attainment of disadvantaged pupils \(Gov.UK\)](#)

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Supporting EAL learners

New arrivals

- [Admission of new arrivals process \(pdf\)](#)
- [Induction programme for new arrivals example and useful websites \(pdf\)](#)
- [Jim Cummins' theory on language learning \(pdf\)](#)
- [Jim Cummins - The distinction between basic interpersonal communicative skills \(BICS\) and cognitive academic language proficiency \(CALP\)](#)
- [Assessing pupils with EAL / new arrivals profile \(pdf\)](#)
- [EAL assessment framework \(Bell Foundation\)](#)
- [First language assessment of young EAL Learners - EAL Nexus](#)

- [Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years](#) (Includes: Introductory guide: Unit 1: Planning and assessment for language and learning; Unit 2: Creating the learning culture: making it work in the classroom; Unit 3: Creating an inclusive learning culture; Unit 4: Speaking, listening, learning: working with children learning EAL)

EAL and educational achievement

[English as an additional language \(EAL\) and educational achievement in England \(pdf\)](#)

Advanced bilingual learners

- [Guided sessions to support writing English as an additional language](#)
- [Ensuring the attainment of more advanced learners of EAL](#) (Including: Analysing writing, Talk as a tool for thinking, Bridging talk and text, Thinking and writing as a writer, Reading as a writer)
- [Could they do better?](#) (pdf) Lynne Cameron's research writing in English as an additional language at key stage 2

EAL and SEND pupils

A child should not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught - The Education Act (1993), section 156

- [SEN Code of Practice \(Gov.UK\)](#)
- [EAL with SEND needs \(EAL Nexus\)](#). Includes a step-by-step procedures for identifying the learning needs of EAL pupils with SEND needs.
- [EAL and SEN \(NALDIC\)](#) - Includes: [Identification and assessment](#), [Overcoming barriers to learning in literacy](#), [Overcoming barriers to learning in mathematics](#).
- [Common difficulties in writing and reading \(pdf\)](#) - Includes: EAL and / or SEN filter questions.

Additional resources

- [Ealing MLE](#) - More resources can be accessed via managed learning environment (MLE). Go to [Fronter](#) and log in with your username and password.
- [EAL resources \(Bell Foundation\)](#)
- [EAL Academy resources](#)
- [Learning village](#)
- [EAL journal](#)
- [World stories](#)
- [DfE new arrivals excellence programme guidance](#)
- [DfE new arrivals excellence programme case studies](#)
- [DfE supporting children with English as a second language in foundation stage](#)
- [Research papers \(Bell Foundation\)](#)

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Black and minority ethnic pupils

- [DfE \(2015\) A compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment \(Gov.UK\)](#)
- [DfE \(2015\) Ethnicity, deprivation and educational achievement at age 16 in England: trends over time \(Gov.UK\)](#)
- [National Strategies- Excellence and Enjoyment: learning and teaching for Black children in the primary years \(pdf\)](#)
- [Lambeth Project - The achievement of Black Caribbean pupils good practice \(pdf\)](#)
- [Lambeth Project - Black Caribbean underachievement in schools in England \(pdf\)](#)
- [A structural approach to understanding Black British Caribbean Academic underachievement in the United Kingdom \(pdf\)](#)
- [Ealing parents and the black child conference \(2004\)](#)
- [Dianne Abbott](#)
- [Research papers on EMA The Impossibility of Minority Ethnic Educational 'Success'? An Examination of the Discourses of Teachers and Pupils in British Secondary Schools](#)
- [Promoting spiritual, moral, social and cultural \(SMSC\) education and fundamental British values in your setting \(Gov.UK\)](#)

Black History Month

- [Celebrating Black History Month in Ealing](#)
- www.sugarmediaandmarketing.co.uk
- www.blackhistorymonth.org.uk
- www.studenttimes.org
- www.diversitydashboard.co.uk

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GRT pupils

The [GRT achievement service](#) aims to promote access to education and to improve the achievement of GRT pupils, by working collaboratively with schools and families to close achievement gaps.

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EMA network meetings

Offered to strategic inclusion /EMA leaders and specialist EAL teachers, EMA network meetings offer the following learning opportunities:

- Pulling together pedagogy for EAL /EMA learners and gaining insight into effective practice
- Developing leadership strategies to raise the attainment of underperforming / disadvantaged groups (including Black and Minority Ethnic (BME) pupils, English as an additional language (EAL), Gypsy, Roma and Traveller (GRT) and free school meals pupils (FSM)
- Reflecting on research based practices that have high impact in meeting the needs of EMA groups
- Sharing best ways to leading CPD in your schools: building capacity, adding value and securing impact
- Sharing best practice, key updates and documents.

For further information and to book a place via CPD online, select the dates below:

Primary

- [Term 2 - Wednesday, 6 March 2019 at 1 to 4pm](#)
- [Term 3 - Wednesday, 5 June 2019 at 1 to 4pm](#)

Secondary

- [Term 2 - Wednesday, 13 March 2019 at 2 to 5pm](#)
- [Term 3 - Wednesday, 12 June 2019 at 2 to 5pm](#)

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Further information

For further information contact

Mirela Temo - NQT and ethnic minority achievement adviser
Tel: 020 8825 7986
Email: mtemo@ealing.gov.uk

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Related services

[School improvement support services for primary and special schools 2019/20](#)

Was this page useful?

- [Yes](#)
- [Neutral](#)
- [No](#)

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