

## KEY POLICY DOCUMENTS

### **The National Curriculum Inclusion Statement 1999**

The National Curriculum applies to learners from 5-16. It includes a statutory inclusion statement on providing effective learning opportunities for all pupils that outlines how teachers can modify as necessary, the National Curriculum Programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Provision in schools for the teaching of EAL, curriculum provision which meet the needs of ethnic minority learners and heritage language provision should be in accordance with these principles.

### **Curriculum Guidance for the Foundation Stage**

This applies to under 5's and puts the development and use of communication and language 'at the heart of young children's learning'. This guidance advises practitioners to value linguistic diversity and provide opportunities for children to develop and use English and their home languages in their play and learning.

[QCA Curriculum Guidance for the Foundation Stage](#)

### **The Race Relations Amendment Act 2000**

The Race Relations (Amendment) Act 2000 (RR(A)A) places a legal duty on schools, colleges and LEAs to promote race equality. To fulfil the duty, LEAs and schools and colleges must assess the impact that their policies have across ethnic groups. Target setting and monitoring are central to the strategy. This implies establishing clear procedures for the educational provision for EAL and bilingual learners at various stages of their English language learning. It also implies that schools and colleges should examine their practices in relation to linguistic diversity and curricular provision

[RRAA](#)

### **The Adult ESOL Core Curriculum**

The ESOL curriculum draws on a wide range of existing curricula to offer a framework for English language teaching and learning that relates to national qualification standards.

[http://www.dfes.gov.uk/curriculum\\_esol/](http://www.dfes.gov.uk/curriculum_esol/)

### **Aiming High: Supporting Effective Use of EMAG**

The DfES has established an 'Aiming High' strategy to develop this area of work. Following consultation, this guidance sets out to establish a framework for a common national approach to support for bilingual and ethnic minority pupils. The main focus is on pupils within the maintained education sector and relates to pupils aged 5-16.

[Aiming High: Supporting Effective Use of EMAG](#)

### **Managing the Ethnic Minority Achievement Grant - Good practice in primary schools and Good practice in Secondary schools**

OFSTED good practice exemplars which are consistent with advice in this strategy.

[Good practice in primary schools \(HMI 2072\)](#) and [Good practice in secondary schools \(HMI 2172\)](#)

### **The National Languages Strategy**

The National Languages Strategy is designed to transform the nation's capability in languages other than English and advocates solutions 'beyond the classroom to maximise and promote opportunities for language learning'. The strategy is developing a route for language accreditation to enable people of all ages to get credit for their language skills. The accreditation is based on the Common European Framework for Language Learning and recognition is at a number of stages from 'breakthrough' to 'mastery'.

[The National Languages Strategy](#)