



# EAL POLICY

November 2018

Review November 2019

In our school, the teaching and learning, achievements, attitudes and the wellbeing of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

### **Aims and objectives**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

### **Role and responsibilities of the EAL Co-ordinator**

- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to
- identify areas for development and arrange for improved provision.
- Contribute to analysis of relevant school data for improvement purposes.
- Identify gifted and talented EAL pupils.
- Consult with external agencies.
- Deploy TA support and monitor its effectiveness.
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Work with Inclusion Manager to ensure effective and appropriate support throughout the school.

### **Teaching and Learning style**

Our primary support is to ensure consistently good or outstanding teaching at children's first point of access in the classroom. Good or outstanding teaching will be underpinned by practical learning activities that are multisensory, in environments that are communication rich; where written and verbal language is complemented by visuals; and children feel valued as individuals. Children will also be immersed in rich experiences of literature appropriate to their level.

There will be a positive and effective language ethos:

There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem. The language development of all students is the responsibility of all teachers and teaching support staff.

Diversity will be valued and classrooms will be socially and intellectually inclusive. Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.

Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work (often simply different access arrangements) for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" (receptive language comes before productive) when those new to the language understand more English than they use
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques

**Developing their spoken and written English by:**

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

**Ensuring access to the curriculum and to assessment by:**

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate and possible.

## **Curriculum access**

**The curriculum is regularly reviewed and examined to ensure that multi-cultural aspects are fully integrated.**

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands little English) there may be provision made for a period of focused support.

The school provides for this by supplying members of staff who have undergone TEFL Training. The school recognises that interventions from such staff members are most effective when delivered early and as such endeavours to do so.

Throughout the school we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities.

**The Foundation Stage helps children learning English as an additional language by:**

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary where possible;
- where possible, providing a variety of writing in the children's home language as well as in English.

**Key Stages One and Two help children learning English as an additional language by:**

- continuing those strategies used in FS, whilst moving the emphasis towards written and spoken English in preparation for SATs at the end of KS2.

## **Assessment**

The EAL Co-ordinator and learning support staff carry out ongoing recording of attainment and progress in line with agreed school procedures.

Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.

The Deputy Head Teacher closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy.

Via the PASS (Pupil Attitude to Self and School) survey the Head Teacher/Deputy Head Teacher/Inclusion Leader and the Learning Mentor analyse responses of EAL pupils and take appropriate action to support their needs.

The statutory assessment arrangements of the National Curriculum allow us to make "access arrangements" for children who are learning English as an additional language.

When appropriate/necessary contact will be made with the LA or curriculum helpline for specific guidance – in addition to that given in the “Assessment and Reporting Arrangements” documentation.

### **Parent Partnership**

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

We aim to:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents’ knowledge, views and attitudes;
- consult with and involve parents at all stages of their child’s time on the EAL register;
- provide parents with information on school policy, support and services provided by the school and the LA and their rights in the assessment process;
- provide and use information techniques that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school.

However we recognise that difficulties may arise in a minority of cases and respect the right of carers to seek independent advice and support.

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

### **Review of Policy**

Headteacher: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Policy to be reviewed: November 2019