

## **St Christopher's CE Primary School – EAL Policy (English as an Additional Language)**

### **Introduction**

This document is a statement of the aims, objectives and strategies for English as an Additional Language (EAL) at St Christopher's C.E. Primary School.

Where pupils are classified as EAL, in their household another language is spoken at times. This does not mean that the child necessarily speaks another language, but it does mean that the child may not always be hearing standard English at home.

### **Aims**

- To ensure that we meet the full range of needs of those children who are learning English as an additional language to enable them to access the whole curriculum and reach the same level of attainment that they would have reached in their home language
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to St Christopher's.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School as quickly as possible
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- To provide EAL pupils with frequent opportunities to hear and read good models of English and plan appropriate activities to extend their knowledge and use of English in different contexts.
- To provide additional in-class and withdrawal support to EAL pupils as appropriate to their development and needs.

### **Context of the School**

St Christopher's C.E. Primary School is an inclusive school. We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

#### **As of Nov 2017:**

- 257 of our current 411 pupils are described as having EAL.
- 34 different languages are spoken in the school
- The largest language groups after English are Panjabi followed by Urdu, Portuguese, Bengali, Arabic and Swahili

### **Key Principles for Additional Language Acquisition**

- All pupils have entitlement to the National Curriculum.
- Language is central to our identity. All languages, dialects, accents and cultures are equally valued and encouraged.
- Teachers have a crucial role in modelling uses of language.
- Teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

- Many concepts and skills depend on and benefit from well-developed home language; literacy in home language enhances subsequent acquisition of EAL.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- A distinction is made between EAL and Special Educational Needs. As with any other pupil, if an EAL pupil is found to be experiencing significant difficulties, then a referral will be made to the SENCo.

### **Integration of new pupils into the school**

- New children and their parents will be given the opportunity to tour the school and meet their class teacher in advance of starting.
- On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home; details of previous schooling, in the UK and/or abroad; religious and cultural background in addition to other relevant data.
- The administration staff are available to support parents with the completion of these forms.
- Class teachers and the EAL tutor will be advised of new arrivals in advance by the administration staff.
- On the first morning at school, class teachers will clarify procedures such as coming in at the start of day and pick up at end of day. Teachers will also assign new pupils a buddy who will support the child throughout the first week or longer. The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet, playground, lunch hall, etc.
- All school staff, including class teachers, teaching assistants and Lunchtime Supervisors will be made aware of the linguistic needs of new EAL pupils. This can be done via a note on the weekly calendar board.
- Early Stage EAL pupils in Foundation Stage will be given frequent opportunities to develop their speaking and listening skills & social interaction in an environment where they can choose from a range of child initiated activities including role play, painting, construction, puzzles, exploring science and materials and more.
- Early Stage EAL pupils who arrive in KS1 & 2 will be assessed as early as possible by the EAL tutor.
- All teaching staff have access to the new arrival resource pack for resources to support children at Early Stage EAL.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)

### **Identification and assessment of pupils & strategies for ensuring continuity and progress**

- Class teachers receiving new EAL pupils can arrange a familiarisation meeting with the parents to gather further information including any specific language needs the child might have and the level of English spoken by the parents and family. This meeting will also be an opportunity for teachers to clarify school/class routines.
- Early Stage EAL pupils' language levels in reading, writing, speaking & listening are assessed by the EAL tutor using The Bell Foundation Assessment tool who will then discuss the needs of the child with the class teacher.
- The class teacher will make assessments in maths and science as soon as possible and their learning step in all core subjects will be recorded on Target Tracker within 3 weeks.

- Children who are considered to need an individualised programme will be timetabled for work with the EAL tutor on a regular basis and a set time.
- The Assessment Leader will analyse data and track progress of EAL pupils and identify trends and next steps to raise standards and achievement.
- Reporting to parents is undertaken formally twice a year through parent consultations and an annual school report. Further meetings may be arranged by the class teacher or at the request of parents/carers.

### **Teaching strategies**

Class teachers are responsible for:

- Producing effective planning that identifies the key role of all support staff.
- Providing frequent opportunities for speaking and listening.
- Providing effective role models of speaking, reading and writing.
- Providing additional verbal support e.g. repetition, alternative phrasing, peer support
- Offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- Making writing frames available, appropriate to tasks.
- Providing opportunities for role play.
- Encouraging discussion before and during reading and writing activities.
- Using home language where appropriate.
- Reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases and ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- Correcting the use of children's grammar [spoken and written], as appropriate, and allowing them time to repeat corrections to the teacher.
- Identifying the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognising that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Allowing pupils to use their mother tongue to explore concepts
- Grouping children to ensure that EAL pupils hear good models of English
- In the EYFS:
  - Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
  - Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
  - Providing support to extend vocabulary
  - Providing a variety of writing in the children's home language as well as in English, according to their needs
  - Providing opportunities for children to hear their home languages as well as English as appropriate

### **Role of EAL Teaching Assistant**

- To support class teachers in providing opportunities for EAL pupils to access the curriculum to the best of their abilities.

- To carry out initial assessment of arrivals with Early Stage EAL and keep assessments updated.
- To provide additional support to EAL pupils, sometimes alongside non EAL pupils, as appropriate, whether in the classroom, or in small groups outside the classroom.
- To maintain EAL resources both physical (in the inclusion room) and on-line via the shared cloud ensuring that teaching staff are kept updated.
- To talk to the librarian about any resources that may be good for the library to support our EAL pupils.
- To refer children to the Jacari home-tutoring scheme.

### **Responsibilities of Inclusion Lead**

The Inclusion Lead ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- Guidance and support are given to set targets and plan appropriate work.
- Governors are updated on the provision, progress and attainment of EAL pupils.

### **Links with Parents and Carers**

We value parental involvement and especially their help and support with activities at home. The school will support parents' access to information by providing translations where possible. We believe in supporting all our parents/carers so that they feel confident about approaching the school with any concerns or queries they may have.

### **Monitoring and Review**

This policy will be reviewed every three years.

**Current date:** November 2017

To be reviewed November 2020

**EAL Policy Appendix 1**

**St Christopher's C.E. Primary School**

**Languages spoken by children at the school November 2017**

<b>Language</b>	<b>Number of speakers</b>	<b>Language</b>	<b>Number of speakers</b>	<b>Language</b>	<b>Number of speakers</b>
Albanian	9	Arabic	18	Bengali	19
Bulgarian	3	Chinese	1	Czech	1
Dari	2	English	180	Farsi	5
French	1	Gujarati	2	Igbo	1
Italian	1	Khasi	1	Kisli	1
Kurdish	2	Latvian	1	Lithuanian	4
Macedonian	1	Nepali	5	Pahari	1
Panjabi	47	Pashto	2	Persian	3
Polish	15	Portuguese (Brazilian)	7	Portuguese	16
Romanian	6	Somali	1	Spanish	7
Swahili	18	Turkish	2	Urdu	22
Wolof	1	Not Specified	4		