

Bradley Primary School

EAL (English as an Additional Language)

February 2016

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Statement of Aims

- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and confident to participate.
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To identify individual pupil's needs, recognise the skills they bring and make appropriate provision of teaching and resources.

The Context of the School

On entry, Bradley School will gather information about

- The linguistic competencies of the children in their home language
- Any previous educational experiences and special interests
- The family and biographical background (Are they born in the UK?)
- % of EAL learners in school
- The first languages spoken by the children
- Any medical issues

Information is constantly changing and will be updated regularly and included as a sub section.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children
- EAL children's needs vary according to a range of factors. Well planned mainstream lessons, which meet the needs of different learning styles, in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL
- Although many children acquire the ability to communicate on a day to day basis in English quite quickly, to become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN
- Language develops best when used in purposeful contexts across the curriculum
- The language demands of learning tasks need to be identified and included in planning
- The focus and timing of additional support is an integral part of curriculum and lesson planning
- Many concepts can benefit from the use of well-developed home language to build on skills and knowledge and opportunities should be planned for where appropriate.

Roles and Responsibilities

Overall responsibility for EAL provision lies with the head teacher.

The EAL coordinator will

- maintain an EAL register and ensure appropriate background and additional needs information is collected and shared with staff
- ensure that appropriate assessment and monitoring of progress is taking place
- support staff to liaise with families
- ensure appropriate resources are available
- ensure appropriate interventions are in place

Every teacher and teaching assistant is a teacher of language and there is a collective responsibility, held by all staff to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning

We will

- ensure that classroom activities have clear learning objectives for EAL learners and use appropriate materials and support to enable EAL learners to participate in lessons
- be aware that our school culture and environment may differ from other countries especially for new arrivals and support this transition through effective induction and communication
- be aware of the language used by all school staff (e.g. similes or colloquialisms) and provide suitable explanations to support EAL learners
- ensure all staff model grammatically correct language at all times
- scaffold language and learning through pre-teaching, pictures, actions, demonstrations, repetition, modelling, peer support and talking frames
- take steps to ensure the cognitive challenge remains appropriately high for EAL learners and is not reduced because the English language demand has been reduced
- ensure opportunities are provided for speaking and listening through Talk for Writing activities
- plan collaborative activities that involve purposeful talk and encourage and support active participation
- ensure support is available for newly arrived EAL pupils from staff who have received appropriate training
- ensure that any withdrawal of EAL learners is for a specified time and purpose
- ensure that teaching staff and teaching assistants are given appropriate training, advice and resources to work with

Planning, Monitoring and Evaluation

EAL learners are a diverse group and one approach will not meet all their needs. Bought in schemes may be used alongside other strategies, such as use of visual resources, ICT and practical activities.

EAL learners are learning the same subjects as everyone else. Our job is to help these children to learn, even though the curriculum is not being delivered in their first language. Most EAL provision should take place in the classroom as part of the lesson which has been designed for the whole class because most language is quite meaningless without a context. Any interventions should focus on key vocabulary learning, pre teaching and understanding grammatical structures. They should be related to the class curriculum and be time limited. Lesson planning will take into account EAL pupils and language development. Clear differentiation and specific achievable targets taken from the NASSEA assessment will address children's next steps. The EAL coordinator will monitor planning to check it takes account of the needs of EAL learners.

Assessment

The progress of our EAL pupils' acquisition of English and of their general achievement will be tracked using the NASSEA first steps language framework. The framework is an assessment tool which will help teachers/TA's establish how far along the continuum of developing English as a learning tool learners have travelled. It does not assess other languages. It describes the development of communicative behaviour in listening, speaking, reading and writing and some aspects of personal development.

It should be used to inform planning and will show what the next steps may be to move that pupil forward. It has been linked to the National Curriculum and EYFS framework.

Time will be made available during pupil progress meetings to discuss the needs and targets of our EAL children.

Regular updates on the impact of intervention groups will be gathered through teacher and pupil interviews.

Special Educational Needs and Gifted and Talented Pupils

EAL learners are not to be categorised alongside SEN children. Newly arrived children must be given sufficient time to settle in before any judgement about SEN is considered. Children will then be placed on the SEN register as a cause for concern and SEN procedures as set out in the SEN policy will be followed.

Resources

Staff will ensure they use a range of resources to support EAL learners (e.g. games, visual materials, computer software, etc.) Resources, including displays across the school will reflect linguistic and cultural diversity.

The range of resources available in school is outlined below

Dual and bilingual books for a range of abilities

Bilingual dictionaries

Wordless picture books

Talking Tins and Dictaphones

Jigsaws and sentence builders

Apps on iPads

Language masters

First word books - nouns/objects

Small world equipment

Lotto games

Dice and board games

Admitting new Pupils

It is important that the parents feel confident about their child at school. The induction of EAL children will be carefully planned and tailored to suit each individual child and their family. Learning all we can about the children we are admitting is a necessary and very important aspect of our school induction programme. Induction may entail some or all of the following.

- A home visit and an initial school visit with the head teacher and class teacher to establish home / school links
- An information form to be completed before the child starts school seeking background information on the child including past school experiences, how long have they been in the country, medical information, language of the child, are they literate in own language and language spoken by each adult at home. Information will be shared with teachers before a child starts school and teachers will be given a reasonable amount of time to prepare before the children start school.
- Information packs will be given to parents where possible in their home language.
- A staggered start with children coming on a part time basis and going home for dinner.
- EAL children will be matched up with a suitable 'buddy'.
- Nurture/language groups will be available, outside of the classroom to introduce children to routines, basic school language, friends and staff.
- Year group staff will be involved in discussions about which class to place the child in.

Parents/Carers and the Wider Community

We will:

Use bilingual staff where available to translate information to parents

Translate letters home

Provide welcome packs in home language

Direct parents to outside agencies for English Courses

Offer 'Stay and Play' sessions in the Foundation Stage

Use resources on the 'Primary Resources' website including ready translated letters

Staff Development

The EAL coordinator will carry out regular audits of staff development needs and facilitate the appropriate training to ensure that all staff confident to teach EAL children.

Review and Evaluation of Policy

The EAL policy will be reviewed in January 2018 by the Head Teacher, EAL coordinator and Governors.