

Chapelford Village Primary School



English as an additional Language Statement of Intent

EAL at Chapelford Village Primary School

Intent:

At Chapelford Village Primary School, we are pleased to welcome more children arriving with English as an additional language, or, in some cases, with no English. Chapelford welcomes children at different entry points during their primary journey. Our aim is to settle the children as quickly as possible, into school life; to encourage them to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction. It is our aim that for pupils, who are learning English as an additional language, to have their home culture, language and background recognised and valued. At Chapelford, we aim for our children to learn MORE and apply MORE in every lesson. We aspire to deliver memorable learning and experiences, whilst increasing oracy and reading skills as much as possible.

We work with parents/guardians to ensure a smooth transition into school. Whenever possible we gain access to translators to assist us, at our entry meeting, to find out details about the children's past school experiences, their preferred methods of learning, their previous exposure to English, and any traumatic experiences that the children might have had. We believe that this interview is vital to enable us to help the children settle into their new environment as smoothly as possible.

Implementation:

There are 22 different languages and currently 95 EAL (15%) pupils that attend Chapelford Village Primary School all of which have varying levels of English language.

On arrival to school, our new EAL children are shown around the school and given a welcome pack. This includes signposting to the school website which includes images of the school, the school layout, and photographs of key members of staff within school. Once children start at Chapelford children are assessed using the Bell Foundation EAL Assessment. This helps us to establish an initial progress level and to set targets. From that point the children's Listening; Speaking; Reading and Viewing and Writing are reassessed and new targets set on a termly basis. Those children who are new to English are assessed on a more regular basis, to keep a closer eye on their progress, and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language.

The Bell Foundation Assessment clusters children according to their proficiency in English. Those children who are New to English (Band A) or are in the Early Acquisition group (Band B) are often supported through a Bilingual Teaching Assistant at points in a week over a term and further support is offered through the school's EAL Team.

At Chapelford Village Primary School, we strive to support all of our families in other ways. Some of our families struggle due to the language and culture barrier. We offer support with any medical or social needs, sign post families to local services and hold meetings for parents with an interpreter for them to have a forum to ask questions, find out information and create networks.

Impact:

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across their primary years. Our EAL assessment and ongoing monitoring procedures partnered with high quality teaching on a daily basis facilitates the children's learning in all areas of the curriculum. Overtime our children become more confident in speaking and taking part in class discussions. They become valuable and valued members of our school community, taking an active part in both school and after-school activities. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages, and their experiences of the world.

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