EAL Policy

Intent

At Ferndale Primary School, we aim to promote equality of opportunity for all learners for whom English is an additional language. We aim to recognise, value and embrace our pupils home language, background and culture. We recognise bilingualism as a strength and respond positively to pupils ability to speak another language. We also endeavor to delivera broad and balanced curriculum, which reflects the needs of children but also challenges their learning capacity.

We aim to provide rich classroom experiences through our overarching IL topics and provide visual aids such as word maps, images, maps, communicating print visual aids, to support their transition to a new class. We aim to encourage bilingual support from a variety of staff and pupils to facilitate the acquisition of English, in tandem with the child's first language.

Our aims in supporting EAL learners:

- develop consistent approaches to teaching and learning in all subjects (boards/ structure of lessons/ uniformity in resources/embedding of vocabulary into every lesson) to build increased awareness of lessons

- introduce new tasks/topic to children by pre-teaching concepts

- use speaking and listening strategies to develop subject learning

- plan for teaching and learning of subject-specific vocabulary through app (Flash Academy)

- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts

- model writing for key text types within subjects

- to ensure that language and literacy are taught within the context of all subjects.

- to celebrate multilingual skills and promote linguistic diversity with all pupils.

Assessments taking place in school

In order to best support our students, an initial baseline will take place to determine an understanding of academic levels (reading, writing and maths) but also cognitive levels. The information from theses baselines will then enable teachers to plan accordingly, to meet the individual needs of the children. EAL pupils will also be assessed on their proficiency in English (Reading, Writing, Speaking, Listening) which is scored A-E (Flash Academy). This assessment takes place within two weeks of the pupil joining. The pupil will then be reassessed at the end of every term.

Tracking progress of individuals

The progress of individual children is tracked through the whole school tracking grid on a termly basis, and mobility tracked through the transition between competency codes. A termly basis allows the child to really master and embed the skills that they are working towards. Each child will need to meet the suggested stepping stones for reading, writing and speaking and listening, before moving onto the next competency code.

Our 5 Stage Model for Language Acquisition

Code A -New to English- A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spokenEnglish for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

Code B- Early Acquisition- A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully

Code C- Developing Competence- A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.

- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

Code D- Competent

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

Code E- Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

How impact across the school is measured

As well as keeping track of the individual progress of children, we measure progress of EAL students on our whole school tracking system and reviewedat the end of each term against their autumn term baseline. The aim of the curriculum is to support EAL catch up so that the students can perform as well as their counterparts. Targets for students are set from the Acquisition of learning tracker.

Implementation

At our school, we support EAL children, whatever their ability or individual need. Some children may receive the curriculum in small group contexts or even on a 1:1 basis, to allow them to make good progress. The school has adopted a number of strategies to support EAL pupils to develop their understanding of English and the world around them.

Strategies that will be used during different stages in the children's acquisition are:

Writing

Learning through talk

- Using speaking to clarify and present ideas
- Develop vocabulary through 'Flash Academy' to build children's vocabulary.
- Using google translate and ICT to help develop and learn vocabulary
- Use colour semantics to begin to recognise word groups necessary for writing
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use collaborative activities to learn from peers
- Allow students to do some assessment orally
- Ask students to rehearse previous learning/answer with partner before answering
- Use additional adults to support discussion groups
- Pre- teaching of new concepts, vocabulary and topics using communicating print documents and communicating print topic webs
- Using functions on Google translate (google lens, google mic and typing function) to convert between languages, aiding reading/writing and communication

Learning through writing

- Using writing to think, explore and develop ideas

- Structuring and organising writing by mind mapping and using word walls
- Learning lenses in English to develop gradual development of writing
- Kinetic letters handwriting scheme to support the development of English writing
- Developing clear and appropriate expression at sentence level using Tower Hamlets sentence starters.

Reading
Learning from text

1. Reading for meaning – Retrieving, inferring and deducing through DERIC reading scheme.
2. Listening to texts through use of Lingua Mantra where they are able to interact with texts in different languages
3. Understanding how subject specific texts are organised
4. Developing research and study skills

Teaching strategies
- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research- discuss unfamiliar vocabulary
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure
- Using functions on Google translate (google lens, google mic and typing function) to convert between languages, aiding reading/writing and communication

Learning through talk
- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.

Supporting staff
In order to best support our EAL learners, training will be available for all staff during staff meetings/ insert days, to ensure that they are familiar with EAL pedagogy and practices for their EAL learners. Staff will also be updated with new practices.

Parental/ Community involvement

At Ferndale Primary School we encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identifying linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL pupils.
- Recognising and valuing the use of first language for developing positive partnerships between school and home.
- Supporting parents, so they can help their children at home.