

EAL Policy

Key Document Details

School Name: Gorse Hill School

Version no: 2

Author: Becky Thompson

Owner: Assistant Principal

Approved by:

Ratified date:

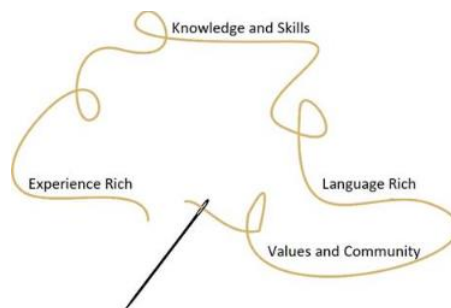
Interim review date: September 2023

Next review date: n/a

Our Values and vision for EAL

Everyone at Gorse Hill Primary School has the right to a high-quality education and that all EAL pupils fulfil their true potential. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. Equally, we acknowledge that it is important to ensure we fully understand our EAL learners, their diversity and their language development and continue to ensure ongoing discussion with our school community. We take a whole school approach, including ethos curriculum and education against racism.

Gorse Hill's 4 golden threads, which are woven through all of our teaching and learning ensure that all pupils, including EAL pupils can reach their fullest potential.



Policy Aims

The policy aims to raise awareness and to support 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); therefore, raising pupil achievement and aspirations.

1. Equality: To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
2. Diversity: To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
3. Belonging and Cohesion: To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Definition

A learner of English as an additional language (EAL) is a pupil whose first language is other than English.

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become.'

Source: School census preparation and guidance for 2007 (DfES 2007)

Context

At our school, there are approximately 36 different languages spoken in the family home.

On entry to the school, pupil information is gathered in accordance with GDPR on the following:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' are assessed in line with school's assessment systems

The school's 'EAL new arrivals flowchart' ensures consistency of the induction of all new pupils. (Appendix 1)

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years. Language develops best when used in purposeful context.

The 5 Stage Model for Language Acquisition

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 spoken English 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.

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.

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.

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.

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.

Assessment

When a child arrives at Gorse Hill School, after a 3-week settling in period, their level of language acquisition is assessed using the Bell Foundation Assessment. This enables school to identify the child's level English within the 5-stage model for language acquisition. The assessment is then used to enable appropriate classroom strategies to be implemented to support learning in class, the teacher to set individual targets for the pupil to work towards and identify which children require additional intervention from the EAL HLTA. Bell assessments are completed 3 times a year to track progress and ensure that appropriate individual targets are set and in class support strategies are in place.

Alongside the Bell assessments, all EAL pupils are assessed in line with Gorse Hill Primary's assessment procedures. Staff have the opportunity to discuss pupils' progress, needs and targets via pupil progress meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored. Children who are not at age related expectations and not making progress through the 5 Stages of Language. Acquisition is closely monitored to understand if there are underlying needs that are causing a barrier to learning.

Planning, Monitoring and Evaluation

Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Staff regularly observe, assess and record information about pupils' developing use of language.

Teaching Strategies and Pedagogical Approaches

The curriculum is personalised, and the children are encouraged to use their prior knowledge and experience. Once a child's level of language acquisition has been identified, teachers use the Bell Education Trust 'Support strategies' to identify specific strategies to implement for the individual child.

Speaking and listening is always the starting point of a new topic or activity. The grammatical rules and the sentence structures are taught within the context of the different topics and genres as well as within focused English lessons. Visual resources are used to aid their learning.

The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

Our school provides appropriate materials to support children with EAL, such as visual key word lists. Videos, maps, iPad Apps and story props.

Planning is differentiated according to the children's previous education and knowledge and additional support may be provided by Teaching Assistants who may provide intervention to enhance basic skills.

Staff use support strategies to ensure curriculum access for Pupil's Needs:

- Collaborative group work
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g., posters, objects, non-verbal clues, pictures, demonstration, use of gesture, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Discussion provided before and during reading and writing activities
- Learning progression moves from concrete to abstract

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to Gorse Hill Primary's SEND provision.

Partnership with parents:

At Gorse Hill Primary, we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community
- Celebrate and acknowledge the achievements of EAL pupils
- Recognise and encouraging the use of first language for developing positive links between school and home
- Support parents, so they can help their children at home

Flow Chart for new EAL Arrivals -2022/2023

Action: Admissions Interview with B. Thompson
 Complete initial assessment of spoken language and email teacher, TA and HLTA with new starter background information and start date (Information to be shared at least 48hrs before the child starts school)
Purpose: Permission and Admission forms completed and assessment of home language and family cultures etc.
Person(s): Office Staff / BT
When: Before child starts school.

Action: Preparation before child starts before the child starts school the following must be in place
 - Locker/peg allocated
 - Books labelled
 - Buddy identified for support in class and at social times
 - Information added to Pupil Asset
 - Medical / SEN needs identified, and support put into place/if appropriate
Purpose: To ensure that child is welcomed into school environment from first day.
Person(s): Office Staff / Class teacher
When: Before child starts school.

Action: Class Buddies assigned (home language speaker if possible AND a positive role model in terms of spoken English & behaviour)
 EAL TA to check-in with new arrival for first 2 days
Purpose: Provide new arrival with peer support
 Provide new arrival with extra support as a home language speaker if possible
Person(s): Class Teacher/EAL TA
When: Day 1

Action: Bell Foundation Assessment Tracker completed in week 3 & then updated at each data drop, share outcomes with Inclusion lead and class teacher. HAST assessment, Number strand assessment, YARC reading assessment and sample of writing to be completed.
 EAL Pupil Profile to be written and individual targets set
Purpose: Provide baseline assessment of English Proficiency Level and help sign post what action needs to be taken next. Agreed targets/actions moving forward
Person(s): EAL Lead /Class Teacher/Inclusion Lead
When: Week 3

Action: Implement appropriate classroom strategies to support individual child's level of language acquisition, teacher to identify appropriate Bell Foundation strategies and implement in class.
 Appropriate individual or group language intervention to start and intervention targets identified.
Purpose: To provide individual support strategies to support children's engagement in learning and progress in lessons.
Person(s): Class Teacher/EAL TA
When: From week 3

If English Proficiency Level A or B is identified during initial meeting, through class observations and or Bell assessment
Action: Begin Emergency Induction Booklet
Purpose: Provide children with basic language skills needed in the classroom and around the school.
Person: EAL TA (Teacher to inform EAL TA of any language concerns as soon as identified)
When: To begin from week 1 of identification

Responsibilities
 Office
 Inclusion AP
 Class Teacher
 EAL TA

Office staff to ensure that children are identified as EAL on Pupil Asset following the Govt definition. Children are NEVER to be identified as 'Believed to be British'
 Office staff to inform EAL Lead of ALL new arrivals (see sheet)