**SS John & Monica Catholic Primary School**

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| EAL Policy |



**Our Mission**

**‘At SS John and Monica’s we learn through the example of Jesus to love, respect, understand and value each other’**

**Statement of Commitment**

At SS John and Monica Catholic Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of all our learners.

**Background**

* Our pupils come from diverse backgrounds with a wide range of language skills. SS. John and Monica’s Catholic Primary School caters for an increasing multilingual community.

* A range of languages are spoken by our children, at home 74% of our children have English as an additional language.
* There are a total of 24 additional home languages spoken by our pupils. The most prominent additional languages are Panjabi, Urdu and Arabic.

( See appendix 1 languages spoken)

* A small proportion of our pupils have arrived from other countries with limited understanding of English but the vast majority of our children are born in the UK.
* 47.2% 0f pupils are on free school meals this is significantly above the national average.

**Our Aims**

As a school we aim to:

* Ensure all children have full access to the National Curriculum and all children access their Year group programmes of study for each subject area
* Ensure we provide a welcoming environment in which pupils will learn most effectively
* Provide targeted support to all pupils with specific identified EAL needs
* Plan and teach lessons using learning styles most appropriate to EAL learners
* Provide an inclusive curriculum
* Monitor all pupils progress regularly using O Track assessment tool and Pupil Progress Meetings
* Assess pupils in each class and set targets based on these assessments
* Ensure pupils are making progress and are able to access the school curriculum
* Support pupils who are at risk of under achieving
* Celebrate pupil achievements in school as well as in extra-curricular activities
* Celebrate and recognise children and staff who are EAL

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who are EAL. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

**What do we mean by EAL?**

The definition of EAL is any child in the school who is exposed to additional language or languages in the home other than English from an early age.

**EAL in the National Curriculum**

The National Curriculum expects effective teaching and learning for EAL to take place within the curriculum:

***4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.***

***4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.***

*Department for Education (September 2014): The national curriculum in England Framework document*

Therefore school do not offer specialist support for specific groups of learners but instead do the following:

1. Have high expectations of **all** learners irrespective of their backgrounds or needs
2. Give full freedom to the schools to implement the necessary measures
3. Have a high level of accountability through Ofsted and school data

**Teacher Standards**

EAL is mentioned specifically in Section 5 of the Teachers Standards - teachers should

***..have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.***

*Teachers’ Standards Guidance for school leaders, school staff and governing bodies July 2011(introduction updated June 2013)*

**EAL Provision**

At Ss. John and Monica’s pupils who have EAL are entitled to the full National Curriculum programmes of study.

Every child should experience:

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

• Support to acquire the ability to communicate on a day to day basis in English.

• Correct modelling in the use of English language.

• An acknowledgement of knowledge and skills developed in learning the first language to aid the acquisition of additional languages.

**School Assessment**

In Reception staff use the Access to Education Birmingham EAL Assessment Profile to assess the children’s EAL levels.

(see Appendix 3)

This tool allows staff to identify EAL levels in listening and understanding, speaking, reading and writing. This Assessment Criteria is used by staff to identify areas for development.

The Toolkit is similar to the PSS Continuum Tool kit for language, literacy and maths currently being used by staff to support the assessment of SEN children. Teachers are familiar with the PSS Toolkit Assessments and find the EAL assessment Toolkit very useful.

The EAL Toolkit supports not only initial assessments but appropriate provision for children needing extra targeted support beyond the whole class provision.

Staff use Access to Education Birmingham EAL Assessment Profile to assess any children knows to be EAL who are assessed as below the year group expected standard. This assessment profile will be transferred to the next class teacher as part of our transition and updated each term.

An EAL register of the identified children and a copy of the assessment profile will be kept by the EAL Co-ordinator. These children are discussed at Pupil Progress meetings to ensure appropriate provision is in place.

The statutory assessment arrangements of the National Curriculum allow us to make special provision for children who are learning English as an additional language. Some children are exempt from statutory assessments dependent on their level of English acquisition by the time of the test. QCA provides guidance.

**Monitoring**

The role of the EAL co-coordinators is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

**Responsibilities of the EAL Coordinator**

* To disseminate information and key messages effectively
* To represent and promote the needs of EAL pupils
* To advise teachers about the development of EAL strategies, planning and assessment
* To actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
* To keep up to date regarding EAL ‘Good Practice’
* To develop and maintain assessment procedures
* To audit resources
* To prepare and update EAL action plan
* To carry out lesson observations, book and planning scrutiny

**Additional Responsibilities**

1. To identify newly arrived EAL pupils and ensure teachers assess their proficiency in EAL
2. To ensure children Newly arrived and New to English pupils are assessed by their class teacher using the Access to Education Birmingham EAL Assessment Profile
3. Ensure appropriate provision is put in place and the child is on the EAL register
4. Responding to requests for information about EAL pupils
5. Ensuring that the EAL pupils are integrated into classes and have full access to the curriculum
6. Maintaining an up-to-date register of EAL pupils in school

# Curriculum Provision

We aim to provide inclusive, quality teaching that enhances language development which includes:

* Highly focused lessons with focused objectives
* High expectations of pupil involvement and engagement with their learning
* High levels of interaction and discussion for all pupils
* Extensive teacher modelling and explanation
* An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually, in pairs and in groups in order to rehearse ideas as well as reflect on their learning

At Ss John and Monica’s we are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

In class all pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

We place great emphasis on ‘Talk for Writing’ and ‘Talk for Reading’ activities, which underpin the development of language for oral and written communication. Guided talk, modelling, and the use of visual stimulus is of particular benefit to our EAL learners.

Across the school we also use the ‘Progression in Language Structures’ programme form Reception to Year 6 to ensure continuity and progression in the use of spoken language skills in each year group.

**Foundation Stage**

In the Foundation Stage we assess children with EAL on entry to determine their level of English in relation to the ‘Development Matters’ framework. We focus on the elements of Speaking, Listening and Attention and Understanding. Children that are assessed at working below 30-50 months are provided with targeted support and planned opportunities to help them take part in activities that will narrow the gap in their development of these areas. We believe early intervention in Reception can reduce the time it takes for English acquisition to take place.

#### Whole School Strategies to Develop Communication in English

* **Self-talk**

Staff label and describe what they are doing, demonstrating how to communicate about an activity for a child to copy

* **Parallel talk**

Teachers describe the child’s activity as they interact with him/her. The language has meaning for the child because it concerns something he/she is interested in

* **Repeating**

Teachers listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child’s speech, and encourages the child to continue talking because it shows interest in what they have to say

* **Restating**

When the child makes a language error, staff members repeat what they have said in a corrected form without drawing attention to the error. They model standard language in a positive, non-threatening form that facilitates communication

* **Expanding/extending**

A natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary

* **Modelling**

Children need to learn new language structures in meaningful contexts many times before they can use them. A way to accomplish this is for staff to model the correct language by using it in the exact way we want the pupils to use it.

* **Open-ended questions**

Staff members ask questions which have more than one ‘right’ answer to stimulate more language use, which affirms children’s ideas and encourages creative thinking.

**Resources**

* Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued.
* Where possible use other pupils/ adults who use the same home language as the new arrival.
* Language develops best when used in purposeful contexts across the curriculum.
* Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
* Group EAL with good English speaking role models.
* Use as many visual prompts as possible and communication friendly practices.
* EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
* Supply plenty of opportunities for hand on (kinaesthetic) learning such as role play, games and visits.
* We need the support of parents when helping newly arrived children with little or no English and as such we welcome parents into school to assist/support their child’s learning during the transition period.
* We can offer the services of two Teaching Assistants who can speak/translate for meetings in the following languages:
* Mrs Ali speaks Mirpuri, Punjabi and Urdu.
* Mrs Hirji speaks Urdu, Gujerati, Kuchee and Swahili.

**Strategies for Working with Children New to English**

* Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
* Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
* Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures,
* Photographs, posters, objects and demonstrations.
* Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
* Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
* Create a language rich environment.
* Display positive images of people from ethnic minorities.

**Induction of newly arrived EAL pupils**

Expectations for children who are new to our school and are new to English:

**End of Week 1**

• To be relaxed and happy

• To be beginning to follow some of the conventions and routines of the classroom

• To be familiar with arrangements for school meal times

• To be familiar with location and use of cloakrooms and toilets

• To be beginning to interact socially with class peers

**End of Week 3**

• Come to school happily

• To be relaxed and happy in class

• To be familiar with geography of the school

• Can follow daily and class routines

• To initiate contact (physical or verbal) with a teacher or teaching assistant

• to be settling to tasks in the classroom

• to be playing with others in the playground

**End of first term**

• To be relaxed and happy

• To participate in group and class activities at an appropriate level

• To interact positively with other children

• To work co-operatively with other children

• To be confident in small group situations

• Can work / play without constant adult supervision

• Shows interest and motivation in learning

• To have demonstrated some identifiable progress in English language acquisition if an EAL beginner