

St Joseph's Catholic Primary School Worcester  
*'Following Jesus in all we do'*

English as an Additional Language (EAL) policy

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*Date: May 2020*

*Review Date: May 2022*

## **Introduction**

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out St Joseph's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

All bilingual EAL pupils are entitled to equal opportunities of educational success in an inclusive environment. St Joseph's Catholic Primary School has the responsibility to provide a broad and balanced curriculum for all pupils and sets out 3 principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges.
2. Responding to pupils' diverse learning needs.
3. Overcoming potential barriers to learning and assessment for individual and groups of pupils.

This School's EAL provision aims to promote pupils' development in the following areas within the whole curriculum:

1. Knowledge and skills to use English to communicate with others in a variety of social and curriculum contexts.
2. Knowledge and skills to use English to understand and produce a variety of spoken and written texts.
3. Knowledge and skills to use English grammar for communicative purposes.
4. Knowledge and skills to use communication and literacy strategies to enhance understanding and to express meaning clearly.
5. Leadership opportunities.
6. To respect and appreciate the wellbeing for own cultural differences.

## **Aims and Objectives**

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.

- To encourage and enable parental support in improving children's attainment and provide opportunities to develop this.
- To assess the skills and to monitor the needs of pupils with EAL and to give appropriate provision throughout the school.
- To monitor pupils' progress systematically.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (language days, badges for Young Translators, use of display boards etc.)

### Classroom Practice

#### Classroom Organisation, Communication and Interaction

- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Children speaking in the mother tongue should show consideration and abide by the school behaviour policy and their comments and conversations should be appropriate. There should be respect on both sides.  
Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Provide a variety of comprehensible language stimuli such as curriculum —focused teacher talk, other classroom talk (by teacher and peers), audio and video materials, written and printed information and realia. (realia — real objects photographs etc.)
- **Recognise** that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate
- Provide and target appropriate reading materials that highlight different ways in which English may be used.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques by encouraging pupils to use English by generating opportunities for active participation in teacher-pupil interaction and in group work situations.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking and that talking is used to support writing.

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- Monitor their own language use, making sure that both formal talk and other uses of classroom language are comprehensible and well supported by realia and graphics where appropriate.

### **Curriculum based Language Learning**

Teachers at St. Josephs will:

- Provide a variety of curriculum activities using appropriately adapted material (where necessary to suit the pupils' language learning needs) such as problem-solving procedures, observation, hands-on, activities, experiments, group and pair work and interactive IT activities.
- Respect the use of pupils' first language where possible and beneficial, when building concepts and negotiating content-related meaning.
- Teach topic — or subject-relevant vocabulary, structures, study skills and strategies where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role-models for social interaction in learning activities.
- Provide explicit spoken and written curriculum-specific language models where necessary, for pupil language use with reference to register and text-types.

### **Teaching and Learning Ethos**

Teachers at St. Josephs will:

- Assess children in October using the 'proficiency in English' documentation. Teachers will need to submit this to the EAL coordinator. If there is a late arrival, teachers will need to carry this out as part of that child's induction.
- Ensure that all pupils are provided with appropriate language and learning support in classes or groups/sets which provide a secure but intellectually challenging learning environment.
- Support language development through informative feedback on grammatical accuracy, social rules of use (formability, politeness etc.) and discourse level text features (narrative, report etc.).
- Help pupils to become aware that language use varies according to audience and social context and that language learning is a never-ending progressive development.

- Promote language and study skills to enable pupils to become independent learners through collaborative learning.
- Secure parental/carers support and participation in the pupils' learning where appropriate.

### **Early Years Foundation Stage**

In the EYFS pupils learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English and as appropriate. Examples of this are through playing with peers in the environment, use of display boards or learning songs or phrases in different languages.

### **Language and Learning Support**

The leadership team will ensure that:

- Language and learning needs of pupils are reflected in the school development plan with the necessary budgetary and staffing provision for language support.
- The English policy has a regard for EAL acquisition in the curriculum.
- Curriculum planning takes full account of the support requirements of the EAL pupils.
- Curriculum-related language and learning outcomes are identified.
- Any staff training needs and opportunities are identified and supported in line with SDP.
- Any training offered by LA is offered where possible.

### **Record Keeping, Information Transfer and Assessments**

This school will ensure that:

- All relevant pupil information collected in the admission and induction stages are disseminated to the teaching staff concerned without delay.

- Where EAL pupils also have additional special educational needs there is a mechanism for the information concerning assessment and support to be passed on to all staff concerned.

Teachers will maintain:

- Accurate and up to date pupil profiles and records of achievement including information on first languages and prior educational experience, including historical data.

### **New starter support and International New Arrivals (INAs)**

At St Joseph's we allow pupils to enrol with us throughout the academic year, which means staff often find new starters joining their class who are EAL pupils. These includes:

- INAs, who we define as children who have not had a consistent education in this country for the past year:
  - Families who are INAs and the child has little understanding of English but their parents' understanding of English is good.
  - The child is bilingual already and they understand English, but their parents do not.
  - Both parents and children are bilingual and demonstrate a good understanding of the English language.

As part of a comprehensive induction programme, office staff and teachers will undertake certain procedures, to ensure we can offer the best support possible for our new pupils and their families.

### **New Starter and INA induction**

All new starters are required to fill in appropriate paperwork when requesting a place at the school (WCC CA1 application form, data collection sheets from the New Starter Pack). This is then processed, and the appropriate information is shared with the child's class teacher. No sooner than one week after receiving all of this paperwork, the new starter will then complete a taster day (in some cases this might only be a half day or a few hours in class) and this is booked by the class teacher, who may also request a meeting, with the parents. Before the pupil arrives for their taster day the class teacher should have read any information shared by the office; and (if applicable) should have tried to contact the child's previous school, if information has not already been sent. During the taster day the new starter will complete the 'Proficiency in English' documentation, as a form of initial assessment. The teacher will then use this information to establish the official start date for the

pupil. We aim to have the pupil starting no later than two weeks after all the initial paperwork is received.

Class teachers and the EAL Team monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school. Key Principles for INA new to English

- Pupils are encouraged to maintain their home language and use it in the school environment.
- 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 so new vocabulary is introduced as topics are covered in class.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- Once they are settled and ready, EAL learners will receive 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.

### **Responsibilities**

School Officer Manager ensures that:

- They obtain, collate and distribute information on new pupils with EAL, including their language(s) spoken at home.
- Transition information from the previous school or setting, information on level of English studied/used is passed on.

Head teacher ensures that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly through pupil progress meetings, learning walks, pupil interviews and EAL coordinator monitoring.

EAL coordinator ensures that they:

- Oversee initial assessment of pupils' standard of English as necessary.
- Monitors standards of teaching and learning of pupils with EAL
- Report to Senior Leadership Team on the effectiveness of the above and the progress of pupils.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO.
- Where possible attend pupil progress meetings as necessary.
- There is time for SENCO and EAL staff to work together to respond to the requirements of the EAL pupils with SEN on a regular basis.

Class Teacher ensures that they:

- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use the 'Proficiency in English' documentation to assess the child's understanding of English.
- Use this assessment and knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.
- Give guidance and support to set targets and plan appropriate work.
- Recognise and support very able EAL pupils appropriately. Liaise with the EAL coordinator to support with this.
- Make sure a distinction is made between pupils who are learning English as an additional language and pupils who are learning English as an additional language and have special educational needs.

### **Participation of the Parents of Pupils with EAL in School Activities**

This school will ensure that:

- There is active promotion of parental involvement by removing barriers to access to school information and events through, e.g. translation and interpretation services.
- Home-school liaison work is clearly and explicitly stated in the job description of relevant staff where appropriate.

Monitoring and Review: This policy document will be monitored by the EAL Coordinator, in liaison with the Head teacher. The policy will be reviewed biannually.