WOODTHORNE PRIMARY EAL POLICY

Document Control Table

Title	EAL Policy
Author	Tom Hinkley (Headteacher)
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Document History

Date	Author	Note of Revisions
September 2019	TH	Original Trust policy adapted to reflect individual school procedures.

This policy provides an overview of our aims and strategies to ensure that children/pupils who have English as an Additional Language fulfil their potential within our School

All pupils need to feel, safe, settled, accepted and valued in order to learn and develop here at Woodthorne Primary School. For pupils learning English as an additional language, this includes recognising and valuing their home language and background, making sure that all pupils feel welcome and ensuring the pupils and their families from minority ethnic backgrounds have the same access to information and support as all other pupils and parents. As a school, we are aware that bilingualism is an asset and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum and education against racism and promoting language awareness.

School context:

Within our school, there are 46 pupils learning English as an additional language.

- Number of Languages spoken in school: 7
- Main languages spoken: English
- Number and percentage of new arrivals/refugees admitted during the past two years: 4

On entry, the following information is gathered:

- Pupil's linguistic background and competence in other language/s
- Pupil's previous educational experience

Key Principles

- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible, also to support their learning.
- 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 a number of years. Pupils do not stop being EAL.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- EAL pupils are entitled to the Early Years Foundation Stage statutory Framework and the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

- All EAL pupils are entitled to assessments as required and are assessed at the same time as other children are.

- All new arrivals will be given an initial language assessment (ILA).
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition as some children need longer settling in time and remain in the 'silent period' longer than other pupils.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Teachers make sure that they support EAL children by making sure that they
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, our staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- When appropriate the withdrawal of EAL learners from a mainstream class will be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.

- Using plain English and visuals; translators and interpreters, apps and software, where appropriate and available, to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

At …….. School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Build partnerships with parents as an essential element of working with newly arrived children.