



MORTON CHURCH OF ENGLAND (Controlled) PRIMARY SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their full potential.

Introduction

All pupils need to feel safe, accepted and valued in order to learn. 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 is strength 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.

(Refer to school Race Equality Policy)

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the 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) and so to raise pupil achievement.

Information is gathered about:

- 1) pupils' linguistic background and competence in other language/s
- 2) pupils' previous educational experience
- 3) pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is Mr Trafford. Mrs Percy also supports children across the school with their language acquisition to enable pupils to reach their full potential.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- 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 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.
- 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 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.
- 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.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored. Every term using teacher assessments and Language in Common for newly arrived pupils.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. It also does not need to be written, observations of children displaying language competence can also be used.

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.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, 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, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg 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, eg talk frames, writing frames.

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

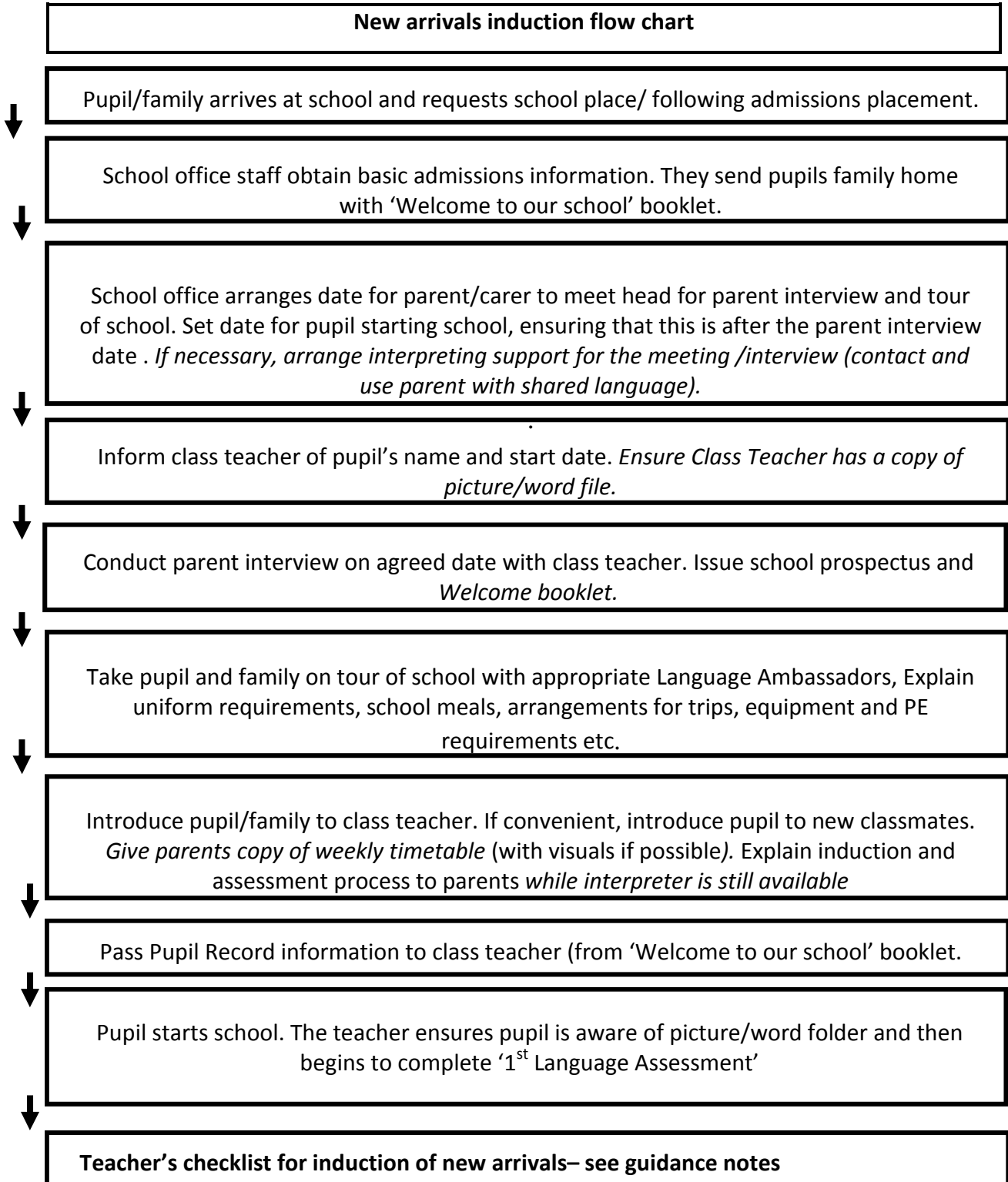
Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- 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.

Appendix

Preparing for the new arrival

New arrivals to our school will be inducted according to the actions in the flow chart below.
NB Specific actions to support newly arrived EAL pupils and their families are in italics



Before and 6 weeks after admission to school we will complete the teachers' checklist in order to ensure every pupil has as positive a start as possible.

2. Settling the pupil into school

Once the pupil has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken.

- Pupil to be grouped with supportive role models/appropriate Language Ambassadors
- Pupil to be made aware of picture/word folder
- Pupil to begin to be observed in class, using "1st Language Assessment" checklist
- Clear timetable to be established for any intervention activities eg *Extra Language support, Phonics, Guided Talk sessions*
- Date set for pupil progress meeting at end of first six weeks in school to evaluate assessment evidence and establish National Curriculum levels

3. Gathering evidence for summative assessment

• Ongoing assessments will take place over a six week period at the end of which a judgement will be made about the National Curriculum level the pupil is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Mathematics.

• Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years areas of learning and development

• During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to class work. Assessment for learning principles should be applied and next steps for pupil's learning clearly identified.

• The assessment process must include gathering evidence of first language oracy and literacy skills e.g. use one of the language activities below to generate first language speaking/writing, and should include input from bi-lingual staff as available.

• *Ongoing assessment of EAL pupils during the first six weeks will include assessing knowledge of basic everyday words in English using available resources.*