

St Matthew's Bloxam Church of England (VC) Primary School



EAL Policy

(English as an Additional Language)

January 2024

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Introduction

In our school the teaching and learning, achievement, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs and by creating a curriculum which is rich and appropriately suited to the needs of the learner. Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This policy is in line with the requirements of the Equality Act, 2010.

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. School language and culture links should be encouraged wherever possible.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- 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 from 5 to 7 years or longer in some cases.
- Language develops best when used in purposeful contexts across the curriculum with a communicative approach to lesson delivery including plenty of opportunities for collaborative tasks with good language model peers.
- The language demands of learning tasks need to be identified and included in planning.
- ALL school staff play a crucial role in modelling uses of language.
- A clear distinction should be made between EAL and Special Educational Needs.

What We Do	Why We Do It	How We Do It	Expected Impact/Outcomes
Induction for International New Arrivals	• To gain a holistic picture of the child and their family. • To inform the assessment process. • To inform recommendations for appropriate provision • To settle and welcome the child and family. • To set up a communication plan between home and school. • To inform parents about the English Education System and give family guidance on how best to support their child's learning.	• Initial parental conversation with school office to gather paper work etc. • Tour of the school • Initial background information on child is given to class teacher at the earliest opportunity. • Child to come into class for a session/ afternoon prior to starting school fully. • We recognise that some early bilingual new arrivals may be undergoing symptoms of culture shock and may go through an extended 'silent period'. We recognise that this is a natural part of the language learning process. • Parents are given Family Information Service (FIS) advice factsheet indicating best ways of supporting their child's learning. • Communication between home and school can be supported by EMTAS if necessary.	• Parents will have a better understanding of the school system and how best to support their child's learning. • Communication Plan for parents will be established with key member of staff that encourages regular home-school liaison. • Individual pupil needs are identified. • Appropriate support/intervention organised for pupil. • Appropriate materials are gathered and used by teaching staff • Teachers have a more holistic picture of the pupil and are better able to establish a rapport that enables language learning. • Early bilinguals feel settled quickly and are motivated to learn in a stress-free environment
Teaching and Learning meets the needs of both international new arrivals advanced EAL learners	• To ensure that we meet the full range of needs of those children who are learning English as an additional language. • To ensure that all EAL learners have full access to the National Curriculum. • To ensure that EAL learners have the opportunity to develop knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.	• Classroom activities have clear language and learning objectives and use appropriate materials and support to enable pupils to participate and make progress in lessons. • The curriculum vocabulary for tasks are identified and included in mainstream planning. • Learning objectives are achievable. • EAL pupil placed in appropriate groupings and work is cognitively challenging. • EAL pupil is seated next to peers with good model English. • Hands on, practical, kinaesthetic activities with 'talking through the action' strategy • Enhanced opportunities are provided for speaking and listening to a range of audiences e.g. teacher-pupil, peer to peer (Talking Partners), pre-	• Provision is tailored to meet the needs of individual EAL learners and all children make progress to their full potential. • Appropriate scaffolding resources and strategies are in place so pupils can access curriculum content. • EAL pupils develop better learner autonomy through pupil centred approaches. • Increased classroom interaction develops language skills for all pupils.

		teaching/consolidation work with support staff etc. • Additional visual support is provided, e.g. key words, pictures, use of gesture, drama techniques • Additional verbal support is provided e.g. repetition, modelling, speaking slowly, mental rehearsal time • Collaborative activities that involve purposeful talk and support active participation. • Scaffolding is provided for language learning linked to writing e.g talk frames, writing frames.	
Assessment and Monitoring of provision for EAL learners	• To ensure that EAL learners are making expected levels of progress and that provision and intervention put in place is having an impact.	• Baseline/Initial Language Assessments against A-E proficiency SCALE • Regular monitoring using monitoring sheets/A-E booklets for learners in the early stages of language learning to check provision/intervention is working • Proficiency scale helps to identify targets moving forward. • Where possible link language to curriculum targets – mainstream classroom and intervention • Curriculum topics shared with parents who can cover key concepts in the first language • Language targets shared with parents who are good model speakers of English and can support language learning at home	• Summative assessment in place to measure EAL progress termly and measure EAL progress relative to other EAL pupils • Formative assessment practices in place that focus on language in curriculum which are pupil centred and promote learning autonomy • All EAL learners make expected levels of progress. • Where an EAL learner is not making expected levels of progress a further investigation is required involving SENCO. • Parents are engaged and involved with their child's education
Effective Inclusion and Home School Links	• All pupils need to 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 background. As a school we are aware that bilingualism is a strength and that EAL pupils and families have a valuable contribution to make.	• Parent coffee mornings • Teacher to talk to the class about the new child's country of origin. Help other children to understand the needs of the international new arrival (INA) and that their language is as valuable as English (PSHE) • Teacher to teach class a key word (i.e greeting) in the language of INA. • Displays within school reflect ethnic and language diversity • Dedicated EAL room that can also act as safe-haven for EAL pupils/INAs • Multi-cultural days and weeks within school (i.e. World Languages Day, International food festival) • Parents are invited in to assemblies and celebrations	• School ethos conveys an additive approach to language learning where all languages are seen as equally valid and important • Parents feel welcomed and are more confident to approach school • All children value different cultures and different languages and these are actively celebrated within school. • All EAL pupils feel valued and have high self esteem • EAL pupils learning of English is accelerated because they are more willing to 'try out' language (inter-language phase).

		• Translations given for important communication with parents. E.g trip letters • Multi-agency work involving EMTAS/FIS/IDS particularly when interpreters are needed	
EAL Resources	• To support teaching and learning and inclusion within the classroom • To ensure that needs of all EAL learners are met using appropriate resources	• Staff are aware of EAL policy • Dual language books (Library) • Online resources used to support translations • Multi lingual picture dictionaries • Flash cards and visual resources • Daily routine timetable • First language display cards available– i.e. days of the week, key words and phrases • Bilingual induction welcome books can be used to aid transition	• Teachers know where to access EAL resources and use to scaffold language in lessons effectively. • Bank of activities/ideas/resources that support language in curriculum learning

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