



St John's Walham Green CE Primary School

Policy Name	Policy for English as an Additional Language (EAL)			
Date	November 2020	Review Date	November 2021	
Responsibility	FGB	Resources	Curriculum	Headteacher
Committee agreed on:		Signed by:		
FGB agreed/ratified on:		Signed by:		

St. John's Walham Green Church of England Primary School aspires to develop young people who are successful students, independent learners and confident individuals. We strive to ensure that our pupils become responsible citizens with a concern for the well-being of all God's creation.

EQUAL OPPORTUNITIES STATEMENT

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy.

Key Contacts:

Head teacher: Ms Barbara Wightwick

Inclusion Manager: Miss Della Freedman

The term EAL is used when referring to pupils where the first language a child learns at home is not English. This policy sets out the School'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.

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 plurilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

Please also refer to our school Race Equality Policy/Inclusion Policies/Accessibility Plan

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 EAL and so to raise pupil achievement.

Local context

In Hammersmith and Fulham, approximately 50% of learners are developing EAL. These EAL learners come from a variety of backgrounds.

- Some are from well-established communities, while others are new to the language and culture of this country.
- Some EAL learners are isolated learners and may be the only speaker of their language in their class or school, while others belong to much larger language communities.
- Some pupils have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- Some children may have experienced trauma, which will have an impact on their learning.

EAL learners have differing levels of competence in English:

- Some pupils are new to English.
- Some have developed conversational fluency, but still require support with the more academic demands of the curriculum.
- Some have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support.

Context of our school (November 2020)

In our school:

- 66 pupils (18%) are developing EAL
- 19 languages are spoken
- 74 pupils (20%) are from minority ethnic groups
- 7 pupils (2%) of pupils who qualify for the Pupil Premium grant have EAL

Information is gathered about:

- Pupils' first language.
- Pupils' level of competency in English.
- Pupils' family and biographical background, as appropriate.

A member of staff is nominated to have responsibility for EAL. Currently this is Della Freedman, Inclusion Manager.

Key principles of additional language acquisition

Language development, as a process of constructing meaning, should be an enjoyable experience that awakens curiosity and creativity. Teachers create an environment, which encourages students to establish trans-disciplinary/interdisciplinary links across the curriculum.

Our language acquisition programme contributes to the multicultural identity of our international community. Learning a new language broadens one's social and cultural horizons and helps students to develop a better understanding of social and ethical values in a changing world.

- EAL learners 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 higher and more complex, 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 (vocabulary, structures and textual organisation) need to be scaffolded to facilitate access to the curriculum.
- The needs of EAL learners should be identified and included in planning, as appropriate.
- 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.

Teaching and learning

The language and literacy-teaching programme develops listening, speaking, reading, writing and media literacy skills. Learning focuses on use of texts, conventions, contextual understanding, processes and strategies.

Opportunities for development of speaking, listening and presenting skills are integrated on a daily basis in various situations such as classroom discussions, group work and presentations to the class and school community.

Pupils build their basic reading strategies of decoding and comprehending texts. They further develop their understanding of texts and critical thinking skills through literature discussion reading groups, focusing on inference, evaluation and predication.

They also become familiar with a range of different writing purposes and text types, integrated within the units of work or inquiry. Pupils learn spelling patterns, high-frequency

words and words, which are meaningful to them. This builds their knowledge and extends their understanding of vocabulary and spelling conventions.

- 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, structures and text types 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, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk, 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.
- Use of technology to support pupils with EAL is used where necessary/appropriate.
- Recognise that pupils with EAL will need more time to process and answer both orally and in written format. Access arrangements for internal and external examinations will be facilitated where possible and appropriate, this may include extra time.
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used.
- Allow pupils to use their first language to explore concepts.
- 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)
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.

Planning, monitoring and evaluation

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for some EAL learners 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.

Assessment and record-keeping

- All EAL learners are entitled to assessment against the EYFS profile or National Curriculum.
- Where it is felt that factors other than EAL are impacting on learners' progress, they are assessed in their first language, using the Hammersmith and Fulham First Language Assessment pack.
- Progress in the acquisition of English is regularly assessed and monitored through observation and tracking.
- Proficiency of English levels are reported in the census.
- The progress of EAL learners is discussed in termly Pupil Progress meetings with the Headteacher.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

Resources

EAL learners have access to appropriate materials such as dual language books, dictionaries and key word lists. We continue to add to our collection of school resources to ensure that we meet the needs of pupils. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, ICT and story props) and build this into our planning where appropriate.

While pupils are principally supported within the curriculum through quality first teaching, additional support is provided to EAL learners, both in-class and through targeted intervention groups.

Pupils with additional needs

- Most EAL learners needing additional support do not have SEN.
- Should SEN be identified, EAL learners have equal access to the school's SEN provision.
- If EAL learners are identified as exceeding the expectations of their year group expectations, they have equal access to the 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 learners 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.

This policy is to be reviewed annually by the Inclusion Manager