English as an Additional Language (EAL) Policy

Goldsworth Primary School

Date policy agreed: September 2023

Date of next review: September 2024

EAL Lead: Emma Knight

Vision

At Goldsworth Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through a parent partnership, assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

This policy is a statement of our schools aims and strategies to ensure that EAL pupils fulfil their 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 a 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.

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. Our aim is for the pupil to become fluent in speaking, reading, writing and understanding English and to access the school Curriculum as fully as possible.

We aim to achieve this by: -

◊   Providing a welcoming environment in which pupils will learn most effectively.

◊   Providing appropriate and personalised support for all pupils with EAL

◊   Plan and teach lessons using learning styles most appropriate to EAL learners.

◊   Provide an inclusive curriculum.

◊   Monitor pupils progress regularly relevant assessment scales

◊   Ensure pupils are making progress and are able to access the school curriculum.

◊   Support pupils who are at risk of under achieving.

◊   Celebrate pupils' achievements in class.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

The Role of the EAL Leader

◊   The EAL Leader will assess individual children at the request of the Class Teacher

◊   The EAL Leader will support staff in the teaching of EAL pupils.

◊   The EAL Leader will support Staff with the assessment of EAL pupils.

◊   The EAL Leader is responsible for ensuring that EAL data collection procedures are carried out.

◊   The EAL Leader will monitor EAL provision in the school.

What is EAL (English as an Additional language)?

It means English as an additional language, when a pupil speaks a home language other than English. EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'. This includes, for example:

- New arrivals from abroad who speak little or no English

- Children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages

- Young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.

Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.' Ofsted 2005

Starting school or nursery

We follow an induction procedure for all children joining the school or nursery. **Appendix 1** sets out the schedule for induction, support and assessment for EAL pupils.

As part of this process, children are allocated a class buddy, who will be selected to help new pupils settle into school by showing them around the school, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. A welcoming environment in class helps the pupil settle in quickly and pastoral staff work with new arrivals if appropriate, to ensure they are settling into school life smoothly.

The Inclusion Leader and Class teacher will assess how the children are settling into school life. This will be done periodically after their arrival. **(See Appendix 2).**

<u>New arrivals</u>

We define 'new arrivals' as children who have not had a consistent education in this country for the past year.

Many new arrivals have English as an additional language need. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum.

Children transfer from other educational settings throughout nursery and school. Information will be sought from the previous nursery or school to support transition and settling in. This will include any relevant information or assessment relating to EAL.

Children with previous experience of UK educational settings may still be at the early stages of English language acquisition or be advance bilingual learners.

Some EAL children have been resident in the United Kingdom for all or most of their lives. They have varied levels of English language skills from none to advance bilingual learners.

Assessment

New EAL children will be assessed within the first half term of starting, regardless of their previous exposure to English. If a child is working below the expected standard for their age group, the class teacher will use the EAL Assessment framework and Flash Academy programme to support this assessment.

Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils' progress termly. Additional support can provided using class Teaching Assistants.

◊ Summative assessments will be made each mid-term in line with the school's academic assessment timetable
◊ Staff have regular liaison time to discuss pupil progress, needs and targets.
◊ Progress in the acquisition of English is regularly assessed and monitored by the EAL leader or Class Teacher using the EAL assessment framework
◊ 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.
◊ Further support can be found from REMA support.

If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the Inclusion leader needs to be alerted and will make provision for an 'in depth' assessment of the pupils home language to be made to establish whether or not the pupil is experiencing learning difficulties.

Planning and Teaching

◊ 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 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.
◊ Teachers are responsible for planning tasks to ensure effective use of teaching assistants to support EAL children.
◊ 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, 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 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.
◊ Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books or dual language words.
◊ Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.
◊ Plan opportunity for the child to have pre-teaching or consolidation on a 1-1 basis.

Success Criteria for this Policy:

◊ Pupils feel confident and happy.

◊ Pupils acquire English language skills swiftly and become confident in their use of spoken and written English

◊ Over time, and dependent on starting point, pupils achieve on a level with the monolingual pupils.

◊ Staff feel confident in supporting the needs of EAL pupils.

◊ Pupil data is accessible and manageable.

◊ Parents are happy to approach the school.

◊ The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Monitoring this Policy

◊ All staff are responsible for implementing this policy.

◊ The Inclusion Leader and Senior Leadership Team will collect and analyse EAL data

Appendix 1   New EAL pupil induction and assessment

Identification	Initial visit
	Family invited to school for an initial visit
	New pupil induction process commenced
	Parents/carers informed of school requirements.
	Parents and pupil are given a tour of the school and introduced to their class teacher.
	Parents and carers are informed of the pupil's start date.
Preparation	Preparing for new pupil starting
	• Use information gained from pupil / parent visit to prepare relevant resources, to include, e.g. early language support pack (picture/word fans, basic word books, vocabulary mats) and additional support.
	• Talk to the class about the arrival of a new pupil. Select pupils to be 'buddies' and ensure that they know what their responsibilities will be.
	• Ensure staff are aware of new pupil and home language
	• Identify any other pupils or families with the same home language
	• Visual timetable developed for pupil (where appropriate)
	• Bilingual translating device available for classroom use where appropriate.
Initial assessment and support	First week
	• Use top tips and checklist to plan provision for the EAL pupil (**Appendix 2**)
	• Initial assessment carried out at the end of the first week to assess how well the pupil is settling into school (use Success Criteria for new pupils)
	• Observations of learning across the curriculum.
	First month
	• Success Criteria for new pupils revisited to assess how well the pupil has settled (**Appendix 2**)
	• Set language targets for the learner or, if relevant, develop an individual support plan.
	• Complete initial assessment using Flash Academy tool.
	• Identify and implement specific interventions where appropriate – e.g. pre-teaching sessions, guided writing sessions, talking partners, etc.
Assess	First half term
	• At the end of the first half term, update assessments.
	• Discuss New Pupils in a Pupil Progress Meeting. Consider the following – progress against targets, social interaction and any further support needed.
	On-going
	Devise new targets if appropriate and plan targeted interventions to plug gaps and help children acquire language.
	Use Flash Academy as appropriate to support pupils.
	Concerns
	If limited or no progress has been made in the time frames shown refer to REMA for a first language assessment to see if there are any SEN needs.

Appendix 2

Success criteria for new EAL pupil

By the end of the first week the pupil is:	Yes	Not yet	By the end of the first month the pupil is:	Yes	Not yet
Relaxed and happy.			Coming to school happily		
Beginning to follow some classroom routines/conventions.			Relaxed and happy in school.		
Familiar with arrangements for school meals.			Following daily class routines.		
Familiar with location/use of classrooms and toilets.			Initiating contact (verbal or social) with teacher/other adults.		
Beginning to interact socially with peers.			Setting to task in the classroom.		
Comfortable using home language in school.			Playing/interacting with others at break time.		

20 TOP TIPS SUPPORTING NEW ARRIVALS IN PRIMARY SCHOOLS

◊ Teach your class to say "hello" using the new pupil's language and learn to say his/her name correctly.

◊ Don't panic - Children may have a silent period.

◊ Plan for peer support – put in place a buddy system.

◊ Make all communication as visual as possible including at KS2

◊ Have a box of materials and activities that beginners can access easily

◊ Provide a bilingual dictionary for pupils who are literate in their first language

◊ Keep activities short – don't expect beginners to be able to sit and listen for too long

◊ Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.

◊ Group beginners with pupils with good language and behaviour models.

◊ Understand the pressures and changes that the beginner is experiencing.

◊ Enable beginners to maintain their first language in school and at home.

◊ Use simple sentences or phrases to model correct language structures.

◊ Model language rather than correct the beginner's language.

◊ Allow thinking time.

◊ Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.

Supporting newly arrived learners– A checklist for admission to school

Preparing for an admission

Whom to invite.

◊ The child and his/her parents or carers

◊ An interpreter if needed

What information does the family and the child need?

◊ The names of members of staff the child will meet in school.

◊ Requirements for school's admissions forms

◊ A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc. (Translated if possible)

◊ A calendar of school events, trips, holidays and occasional days

◊ Uniform and PE kit list with examples to show.

◊ A list of any other clothing or equipment which the family is expected to provide.

◊ Information about school meals and lunch time arrangements.

◊ Information about any support the school will put in place.

◊ Curriculum information

◊ Information about extended schools provision and children's centre, if applicable

◊ A contact name and telephone number for the school

What information does the school need?

◊ The child's name and how to spell and pronounce it correctly

◊ Details to complete the admissions form during the interview

◊ Languages spoken within the family

◊ Language used for previous education

◊ Languages learned at previous school