

Cookridge Primary School

EAL Policy



Adopted on behalf of governing body – October 2018
Review – October 2019

The EAL Policy will be published on the school website.

‘Together We Achieve the Extraordinary’

Our school is an integral part of the local community, and endeavours to create a welcoming, caring and secure learning environment for all the pupils in our care.

1 Introduction

- 1.1 This document is a statement of the aims, procedures and strategies for provision for bilingual children at our school.
- 1.2 In our school the teaching and learning, achievements, attitudes and well-being of all our children are very 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.
- 1.3 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. As a staff we acknowledge that the need for support with English development is not a Special Educational Need, but we recognise that some children learning English as an Additional language may have some Special Educational Needs and we actively support these children.
- 1.4 Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- 1.5 As a staff, we recognise the right and entitlement of all children to full and equal access to the National Curriculum. We also recognise that children who have English as an additional language are entitled to learn in an environment free of spiritual or cultural discrimination.

2 Aims and objectives

- 2.1 The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.
We promote the principles of fairness and justice for all through the education that we provide in our school.
- 2.2 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 is in line with the requirements of the Race Relations Act 1976.
- 2.3 We intend to ensure that bilingual children build on their prior knowledge of their first language and culture, and retain their own cultural identity.
- 2.4 To positively ensure that parents of ethnic or linguistic minorities are welcomed into the school and that their contribution to the full life of the school is valued.

3 Teaching and Learning Style

3.1 In our school, teachers take action to help children who are learning English as an additional language by various means:

3.1a Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

3.1b Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

3.1c It is the class teacher's responsibility to:

- ensure that an initial assessment of language skills is carried out within 2 weeks, using the format provided by the ESS (Equality Support Service), in conjunction with the EAL co-ordinator/EAL support Assistant, and a copy of the cover sheet given to the named EAL co-ordinator.
- set appropriate targets (with the EAL co-ordinator/EAL support assistant where appropriate) based on the results above and include information regarding support, monitoring and review arrangements.
- be aware of and make use of recommended techniques and strategies for supporting EAL children in the classroom, such as training, resources, specialist advice and support.
- ensure that classroom displays are not stereotypical but reflect awareness and value of cultural diversity.
- organise where possible a 'buddy' system by introducing the child to another child who speaks the same language,
- develop own knowledge and understanding of cultural acquisition and second language learning.

4 Curriculum access

- 4.1** All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.
- 4.2** We may occasionally withdraw children from lessons to receive EAL support, however if this is required then a language support assistant will work in partnership with class teachers within classrooms where possible. This involves supporting individual children or small groups of children. Sometimes the language support assistant will work with groups of children, of whom only one or two may be EAL children.
- 4.3** In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.
- 4.4** The Foundation Stage helps children learning English as an additional language by:
- building on children's experiences of language at home and in the wider community so that their developing uses of English and of other languages support one another;
 - providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
 - providing bilingual support to extend vocabulary;
 - providing a variety of writing in the children's home language as well as in English;
 - providing opportunities for children to hear their home languages as well as English.

5 Assessment

- 5.1** Our school intends to use the DFE's proficiency scales to measure English language competence for EAL children. We carry out on-going recording of attainment and progress in line with agreed school procedures once the proficiency of EAL children's English has been satisfied.
- 5.2** In the mathematics tasks and tests at Key Stage 1, where possible we translate words or phrases that appear in the assessment materials or that the children use in their responses.
- 5.3** For the science and written mathematics test at Key Stage 2, where possible, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.
- 5.4** Language support assistants offer additional support to children during the Key Stage 1 and Key Stage 2 assessment period.

The role of the EAL co-ordinator

The role of the co-ordinator involves:

- ensuring each new EAL child and their parent/guardian receives a 'Welcome' pack;
- updating the EAL register;
- collecting and storing appropriate resources so they are easily accessible;
- keeping copies of the children's information, i.e. tracking attainment/progress;
- developing own competencies and expertise in order to support colleagues.
- providing data for monitoring ethnic minorities/EAL children in order to access additional funds.
- raising awareness of strategies and resources, and continue to assist teachers in supporting EAL children and ethnic minorities within the school.

The EAL policy, along with the following information can be located in the central EAL folder:

- up to date assessments of individual children within the class
- Welcome pack
- Induction checklist
- List of EAL meetings (children/parents/school improvement officers)

Please note:

The term 'bilingual' is defined as a need to operate in more than one language on a regular basis regardless of the level of fluency in any of them.

EAL is used to describe children who have English as an additional language. 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'.

Signed: A Joy

Date: 2/10/2018

To be reviewed: Annually