



St. Mary's RC Primary School

English as an additional Language (EAL) Policy

Our Mission Statement

St Mary's is a Roman Catholic Primary School where we are committed to developing each child's potential within an environment permeated by Gospel teachings.

As set out in our Inclusion & Equality Statement, inclusion is at the heart of our mission and underpins the way we relate, the way that we teach and the way that we learn. Our commitment to inclusion is reflected in the values that we share including;

love and mutual respect justice and fairness high expectations of each other

As a Catholic school we aim to build a caring and supportive Christian community where each individual is able to grow in faith and understanding. We recognise that each child is a unique individual with his/her own contribution to make to the life of the school. We celebrate and affirm the ethnic diversity of our school and ensure that each child's ethnicity and language capacity promotes their attainment rather than being a hindrance.

Pupils at St. Mary's School come from a broad range of cultural heritages. A higher percentage of pupils speak English as an additional language than is found on average nationally and many are at an early stage of learning to speak English.

The statistics for October 2018 record that 65% of the children have an EAL background. Thirty two different languages are represented in the school. The two most common non-English languages in the school are Spanish and Portuguese. The number of pupils from minority ethnic groups as of October 2018 is 88%.

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.

Learning an additional language is a long process. While social fluency may be acquired within two years, it may take EAL pupils up to seven years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

We believe that much can be done to help the acquisition of English as an additional language by parents, teachers and pupils working together collaboratively, whilst maintaining and valuing pupils' other languages.

Introduction

This document is a statement of the aims, procedures and strategies for provision for EAL children at our school.

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage them to achieve the highest possible standards and fulfil their potential. We do this through taking account of each child's life experiences and needs.

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.

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.

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.

Aims and objectives

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.

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. We promote the principles of fairness and justice for all through the education that we provide in our school. We ensure that bilingual children build on their prior knowledge of their first language and culture, and retain their own cultural identity. We 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.

Teaching and Learning Style

In our school, teachers take action to help children who are learning English as an additional language by various means including developing their spoken and written English by:

- ensuring that every lesson is a language lesson
- 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;

We ensure that children have 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.
- Supporting them with 'Home Language' sessions (see appendix 1)

It is the class teacher's responsibility to:

- Ensure that an initial assessment of language skills is carried out within 6 - 8 weeks in conjunction with the EAL co-ordinator
- Set appropriate targets (with the EAL co-ordinator 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.
- Sit EAL pupils with high ability children to provide good role models.
- Have high expectations of EAL pupils.

Curriculum Access

At St. Mary's School we firmly believe that language learning is most successful for both EAL speakers and early bilingual learners when it is taught within the context of the mainstream curriculum. 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. We occasionally withdraw children from lessons to receive EAL support for short well structured sessions for a limited period of time. We call these 'Home Language' sessions. These involve supporting small groups of children. Individual children may also receive support within and outside of the classroom.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities. 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 and supporting opportunities for children to hear their home languages as well as English.

Assessment

Pupils are assessed as part of ongoing effective teaching and learning. Teachers evaluate their use of language within the classroom and other settings. These judgements are fed back to class teachers who use them to inform future planning.

The progress of pupils is tracked to monitor their achievement relative to their peers. Stages of English judgements are revised each term and outcomes are passed to class teachers.

In Year 1 children are assessed in their Home Language, using the Mother Tongue Assessment pack (Lambeth). This information is used by teachers to plan appropriately for these children.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language. 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. For the written mathematics test at Key Stage 2, where possible, we provide individual readers for EAL pupils and translations where necessary. Additional support for EAL children during the Key Stage 1 and Key Stage 2 assessment period is provided where appropriate.

The role of the Management team

The role of the management team involves:

- working closely with EAL co-ordinator
- keeping the governing body well informed about EAL within the school
- informing newly arrived bilingual families of EAL provision for their children

The role of the EAL co-ordinator

The role of the co-ordinator involves:

- supporting EAL pupils in gaining access to the mainstream curriculum
- assessing progress of EAL pupils in partnership with class teachers and keeping records of children's assessments;
- collecting and storing appropriate resources so they are easily accessible;
- developing own competencies and expertise, and that of, 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 raise the profile of EAL children and ethnic minorities within the school.
- Updating school displays on language and multicultural themes
- updating the EAL register;

The EAL policy, along with the following information can be in the Policy File which is held in the staffroom

Definition of First Language

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

Date reviewed: July 2019

Appendix 1

EAL PROVISION - Home language sessions

RATIONALE:

Here at St Mary's we believe that developing a person's first language has a positive impact on their development in English. For this reason we provide opportunities for some pupils to work with teachers and teaching assistants' who speak that home language.

Currently home language sessions are in Spanish, Polish and Portuguese, bearing in mind the high numbers of pupils from these groups in our school who are still on the earlier Stages of English. As well as developing their language capacity, these sessions reflect the value we put on children's language identity and the importance of affirming each child's cultural and linguistic identity.

AIMS

To enable these pupils to:

- become more effective learners
- fully access the curriculum in its widest sense
- achieve higher academic standards

OBJECTIVES

To enable the pupils to:

- become confident in expressing their understanding and their opinions
- become more able to express their understanding and their opinions
- enrich home language vocabulary
- enable use of key home language functions and related structures
- to promote and foster a love of reading and writing across the curriculum

PROGRAMME

The sessions will include activities that reflect the outcomes of the National Curriculum and early Years framework including:

- drama and role play
- text level discussion around shared text
- language enrichment including language structures and vocabulary

PLANNING

The sessions are planned using adapted common planning formats, kept in the online Teaching File.

ASSESSMENT

Pupils are assessed as part of the ongoing effective teaching and learning, that evaluates their use of language. These judgements are fed back to class teachers who use them to inform future planning.

The progress and attainment of pupils is also tracked to monitor their achievement relative to their peers.

RESOURCES

- Bi-lingual texts in book and in audio/ visual form
- Games and puppets
- Interactive whiteboard resources

TIMINGS

Currently each child will have one 50 minute session per week as part of a group of between five and ten