

Abbey Catholic Primary School



English as an Additional Language (EAL) Policy 2017-2018

This policy should be read with the following policies;

- Equality Act 2010
- Equality Policy
- Disability and Special Educational Needs Policy
- SEND Code of Practice (June 2014)

Agreed by:	Governing Body	Date:
Review date:		

English as an Additional Language Policy (EAL)

This policy is a statement of Abbey Catholic Primary School’s aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. 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 can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community.

Aims of the EAL Policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL therefore raising pupil achievement and aspirations.

1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils’ learning and success.

2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.

- To develop rigorous monitoring, evaluating and review systems.

The Context of Abbey Catholic Primary School

In 2017-2018 30% of pupils are from an ethnic minority background, they speak English as an additional language. National data is gathered via the school census. The Department for Education (DfE) defines ‘first language’ as the language to which a child was initially exposed during early development and continues to be exposed in the home or in the community. For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

On entry to the school, information is gathered about:

- Pupils’ linguistic background and competence in other language/s
- Pupils’ previous educational experience
- Pupils’ family and biographical background
- Pupils’ are assessed within two weeks of entry (Initial EAL Speaking and Listening Summary for Newly Arrived Pupils).

Key Principles of additional language acquisition

EAL pupils are entitled to the full National Curriculum programme 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 language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

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 for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. 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.

Our 5 Stage Proficiency in English

1. New to English

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.

A child at this stage needs a considerable amount of EAL support.

2. Early acquisition

- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

3. Developing Competence

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

4. Competent

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

5. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language/Operates without EAL support across the curriculum.

Assessment

All children at Abbey Catholic Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum. Each EAL child has an EAL assessment profile split into the four main areas –Speaking, Listening, Reading and Writing. Once a newly arrived EAL pupil is deemed to have settled into school, the EAL Lead and the Class Teacher will use this assessment to baseline them using the EAL and National Curriculum descriptors. This process can be repeated at suitable times to track the pupil’s progress until the pupil has been assessed as fully proficient in English (E – Fluent).

Children with English as an additional language do not produce separate work, unless within a focused target intervention group. If required, we do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English. 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 Abbey Catholic Primary School 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.

- The EAL Lead takes group of EAL children to teach basic vocabulary areas/functions and sentence patterns;
- The RWI Manager takes groups of EAL children for Letters and Sounds, spelling/reading of high frequency words and reading.
- The TA takes groups of EAL speakers for Letters and Sounds, spelling/reading of high frequency words and reading.

EAL with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to school’s Disability and Special Educational Needs provision. EAL pupils identified as Gifted and Talented have equal access to school’s provision (See DSEN and Gifted and Talented Policies).

Parental/Community Involvement

At Abbey we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers,
- Home visits,
- Holding ‘coffee morning’ for parents,
- Providing Parents consultations termly to discuss concerns, reviewing EAL provision for their children,
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home (phonics and maths sessions for parents and children, literacy workshops).
- Have a language option button on our school website.