



# St Peter & St Paul

CofE Primary School

## English as an Additional Language (EAL) Policy 2020 - 2023

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	June 2020	Mr Steve Ginn Head Teacher
Agreed by Governors:	July 2020	Mrs N Ford Chair of Governors
Lead:	Learning and Achievement Committee	
Review date:	June 2023	

### Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

# English as an Additional Language (EAL) Policy

## Rationale:

At St Peter and St Paul CE 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.

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, background, and their cultural and religious diversities. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make to both the school and the community.

## Aims and Objectives:

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively
- Provide support to pupils with EAL needs to improve speaking and listening, reading and writing of English
- Plan and teach lessons using learning styles most appropriate to EAL learners
- Provide an inclusive curriculum
- Promote home languages in the school and use these to aid pupils learning
- Assess pupils in class and set targets based on these assessments
- Ensure pupils are making good progress and are able to access the school curriculum

## New Arrivals and Integration:

It is the role of the EAL co-ordinator and all staff to liaise with families when their children start school in order to encourage them to participate as fully as possible in school life. The school recognises the importance of effective relationships with all

parents and acknowledges that families may not always feel confident in approaching the school and may require some support to assist this process.

Parents may need to be introduced to the education system and encouraged to work with the school to support their children. To encourage this parents or carers are offered additional support with:

- Completion of initial entry forms and letters
- Support in understanding of school reports and pupil progress
- Additional support with attendance at teacher/ parents meetings

When a new EAL child arrives, they will be assigned a class buddy or buddies who will help them settle into the school by showing them around, explaining the rules and routines of school and the class, helping them make new friends and including them in activities in and out of the class. They will also be given visual supports to aid with their transition and settling into school such as visual timetables, question and picture prompt cards, etc. The class teacher/TA will also help them with support during transition times to help them work out details of routines such as how/where to get food, playground expectations, etc. in order to help them feel more secure. A copy of the complete procedure for admission of new arrivals is attached to this policy as Appendix A.

The success of the induction process is measured against a specific set of success criteria, a copy of which are attached to this policy as Appendix B.

### **Assessment:**

EAL pupils are assessed on arrival by an initial assessment by the EAL co-ordinator using The Bell Foundation EAL Assessment Framework. They will then meet with the class teacher to report on the findings.

All pupils who are in the initial stages of acquiring English will be assessed using these descriptors as a baseline and continually monitored against these until they are on NC levels. If progress is very slow or no progress is made and staff are still concerned, then the EAL advisor will be contacted and will make provision for an 'in depth' assessment of the pupil.

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 using the QCA assessment of Bilingual Learners steps and including them on their termly pupil progress sheets.

### **Whole Staff Approach:**

At St. Peter and St. Paul Primary School, all staff are expected to:

- Promote a learning environment where pupils feel secure enough to use their newly acquired language skills.
- Acknowledge the importance of a child's home language(s) and cultural background.
- Encourage and support the involvement of parents/carers in their children's education.
- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- Ensure pupils feel safe and at ease in the playground through the use of playground buddies.
- Value the contribution made by all pupils.
- Provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum.
- Maximise opportunities to develop social and personal confidence.
- Use ICT to aid an EAL pupil's development and achievement.
- Use bilingual resources and teaching aids to develop an EAL child's understanding and confidence with language.
- Use teaching methods and styles that take account of the needs of EAL pupils from different ethnic groups.
- Ensure planning identifies the language demands of the National Curriculum and provides differentiated learning opportunities matched to EAL pupil's needs.

- Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.
- Use texts and visuals to help develop the structure of English and to provide opportunities for discussion.
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Ensure groupings for EAL pupils provide opportunities to hear and participate with fluent and high achieving English speakers.
- Have high expectations of pupils but be sympathetic to emotional difficulties pupils may be experiencing.

### **Teaching and Learning English as an Additional Language:**

Staff plan and teach lessons taking into account ways to support bilingual learners. All EAL children are included separately in plans for Literacy and Maths to provide targeted support.

Staff are aware of and use a variety of strategies to support EAL learners in their class. These include:

- A variety of ways of working- independently, as a whole class, in pairs and in groups.
- Providing key vocabulary to support the topic being covered
- Using drama and role play to enhance speaking and listening opportunities and having effective role models of spoken language
- Additional visual support e.g. posters, pictures, photographs, objects etc
- Additional verbal support in the form of repetition, modelling, peer support
- Moving the learning progression from the concrete to the abstract
- Providing discussion before, during and after reading and writing activities
- Providing scaffolding for language and learning, e.g. talk frames, writing frames
- Providing resources i.e. books, video clips, mathematical language and symbols etc in each class base for each language

Support may also include intervention on a 1:1 basis as appropriate in order to support progress in understanding the English language.

### **SEN and Gifted and Talented Pupils:**

We recognise that EAL children must not be regarded as having a learning difficulty because their home language is different from the language in which they are taught in school. Most EAL children needing additional support do not have SEN. However, should SEN be identified, EAL pupils have equal access to the school's SEN provision. Likewise, if EAL pupils are identified as Gifted and Talented, they have equal access also.

### **Parental Involvement:**

Staff welcome and encourage parental involvement in our school by:

- Providing strong home/school links and recognising the importance of engagement with parents/ carers to support learning.
- Providing a welcoming environment to settle parents in what may be an unfamiliar setting.
- Ensuring that letters and newsletters use language that is straightforward and clear.
- Reading through letters with children and or parents.
- Encouraging parental involvement with homework and through reading, writing and maths cafés throughout the year.
- Encouraging parents to continue to support and talk to their child in their first language.

### **Role of the EAL Co-ordinator:**

The role of the Co-ordinator is to discuss the induction of a newly arrived EAL pupil with appropriate class teachers and to provide practical guidance on strategies to raise achievement. Where necessary he/she will carry out an initial assessment of the child and continue to track all EAL pupils' progress throughout the school, in discussion with class teachers and parents. The Co-ordinator will discuss and advise staff on strategies for supporting pupils beyond the early stages of language acquisition and arrange in-class/small group targeted support for EAL pupils where necessary. The Co-ordinator is also responsible for maintaining an EAL register, securing funding to provide support and resources for these pupils and for monitoring the use of any LA funded support.

## **Monitoring and Evaluation:**

The EAL Co-ordinator uses all available assessment data to monitor and track progress of EAL pupils on a termly basis. The results obtained are used to target specific EAL children during the following term for such things as literacy support groups, language enrichment groups and conversational groups. The data obtained through the assessments also allows the EAL Co-ordinator and teacher to set priorities and to strategically plan to meet the needs of any underachieving pupils.

## **Period of Review:**

This policy will be reviewed every three years.

## **Appendix A**

### **Procedure for Admissions of New Arrivals**

#### **Pre-Admission**

1. Parents/carers complete admission forms
2. Interview arranged with parents/carers (date/time of interview written down for parents/carers).
3. Interpreter arranged if needed.
4. Welcome pack and interview materials prepared.

#### **Pre-Admission Meeting**

1. Parents meet with the Head Teacher
2. Parents have a brief tour of the school.
3. Child/family information recorded on school documentation, including previous schooling and health and dietary needs.
4. Family provided with 'Welcome pack' which contains school information.
5. Free school meals application completed if appropriate.
6. Parents/carers informed of the start date for the child.

#### **Between the Interview and Admission Day**

1. Admission information given to school office staff.
2. Admission form copied for class teacher and inclusion staff.
3. Induction/welcome strategies planned by class teacher and class.
4. Class 'buddies' informed they will be welcoming and need to support a new arrival.
5. Inclusion manager plans for assessment, support and review of provision and ensures information is circulated around school.

#### **Day of Admission**

1. Child/parents/carers welcomed by class teacher and buddy.
2. Office staff actions school roll entry.
3. Office staff send for previous school records.

## **Appendix B**

### **Success Criteria for New Arrival Induction**

#### **End of Week 1**

- To be relaxed and happy.
- To be beginning to follow some of the conventions and routines of the classroom.
- To be familiar with arrangements for school meal times.
- To be familiar with the location of and use of cloakrooms and toilets.
- To be beginning to interact socially with class peers.

#### **End of Week 3**

- Come to school happily.
- To be relaxed and happy in class.
- To be familiar with the geography of the school.
- Can follow daily and class routines.
- To initiate contact (physical or verbal) with a teacher or teaching assistant.
- To be settling to tasks in the classroom.
- To be playing with others in the playground.

#### **End of First Term**

- To be relaxed and happy.
- To participate in group and class activities at an appropriate level.
- To interact positively with other children.
- To work co-operatively with other children.
- To be confident in small group situations.
- Can work/play without constant adult supervision.
- Shows interest and motivation in learning.
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner.

### Document History

Version	Date	Comments
Issue 1	June 2014	Drafted by English as an Additional Language (EAL) subject leader
Issue 2	May 2017	Reviewed to ensure that it remains applicable and reflects ongoing practice. Re-adopted in current format.
Issue 3	July 2020	Reviewed and amended to provide additional detail of current practices in the Arrivals section.