



St Joan of Arc Catholic
Primary School

POLICY

English as an
Additional Language
(EAL)

2017-20

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English as an Additional Language (EAL) POLICY

Mission Statement -

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

AIMS & OBJECTIVES

- To support the development of whole school policies and practices to meet the language and learning needs of bilingual pupils
- To maximise levels of achievement for pupils who have English as an additional language through inclusive classroom practice
- To plan for, monitor and assess the progress of EAL learners as part of whole school planning, monitoring and assessment.
- To develop the expertise of all staff in meeting the language, learning and pastoral needs of bilingual pupils
- To provide pupils with strategies that promote language learning
- To create a school environment which demonstrates a positive attitude towards pupils' different languages and cultures.
- To ensure that parents of bilingual pupils are sufficiently informed about the British education system and are recognised as valued members of the school community
- To ensure that the school and community groups develop mutually supportive and effective relationships

RESPONSIBILITIES

Class teachers are responsible for ensuring that pupils with EAL have their language and learning needs identified and are fully supported within an inclusive classroom environment.

The Inclusion Manager is responsible for: monitoring the progress of EAL pupils across the school; providing support and guidance to members of staff; facilitating and leading INSET; setting improvement targets as part of the School Improvement Plan; liaising with subject coordinators to ensure curriculum planning and resources support the needs of EAL pupils

The Headteacher and School Governing Body are ultimately responsible for ensuring that this policy is fully implemented across the school.

ADMISSIONS

Information is gathered prior to pupil entry from the school's admission form. This form records: pupil home language, ethnic code, date of entry to the UK (if applicable), and any former schooling.

Additional Information will also be gathered during school and home visits (Reception and Nursery only). This may include:

- ⇒ spoken and written proficiency in home languages
- ⇒ length of previous schooling and/or pre-schooling
- ⇒ any disruption to education (e.g. asylum seekers/ family trauma)
- ⇒ attendance at supplementary schools
- ⇒ parent/carer proficiency in English

This information will be given to class teachers and key members of staff in advance of the pupil's admission date, and helps to ensure that appropriate support is in place for new pupils with EAL.

CURRICULUM ACCESS

All children with EAL have full access to a broad and balanced curriculum as part of their entitlement to the Foundation Stage Curriculum and National Curriculum.

PLANNING

Effective planning for pupils with EAL should:

- take into account the possible need for a silent period for newly-arrived pupils who are new to English
- be differentiated to take into account pupils' different stages of English
- ensure effective grouping to support bilingual pupils' learning
- incorporate visual and interactive approaches for delivering the curriculum
- take into account the language demands of the curriculum so that vocabulary, language structures and functions are explicitly taught
- build on pupils' knowledge of home language and cultural heritage in order to help them to explore all areas of the curriculum
- respect the need for pupils who are literate in their first language to read and write in their first language until they are ready to transfer their skills
- recognise that more advanced learners of English need continuing support to achieve the full range of cognitive academic language proficiency.

LEARNING & TEACHING

All staff should use a range of strategies to ensure pupils with EAL reach their full potential:

- There should be enhanced opportunities for speaking and listening through collaborative activities and peer learning
- There should be effective models of spoken and written English given before pupils are expected to complete a task.
- Books/texts/dictionaries in pupil's home languages should be made available if appropriate
- Curriculum materials should provide visual support
- Resources used should be culturally relevant, culturally sensitive and support an anti-racist approach
- Grouping needs to be considered carefully to ensure that pupils with EAL are supported by good linguistic and behavioural models, and opportunities are created for them to work both with pupils of similar cognitive ability as well as those of differing abilities.

Support in the pupils' home language should, if possible, be made available through the use of peer support and the effective allocation of staff. Any additional support for pupils with EAL should usually be carried out within the mainstream classroom.

ASSESSMENT

In the Early Years Foundation Stage, teachers make ongoing observations of a pupil's ability to communicate effectively in English. These observations are used as an evidence-base for the completion of the Foundation Stage Profile at the end of Reception.

In Years 1-6, Teachers formally assess pupil levels in Speaking & Listening, Reading and Writing on a termly basis against National Curriculum Levels. This information is recorded on class assessment grids that also detail the pupil's home language and ethnic code. Pupil progress is tracked termly by subject managers and the Inclusion coordinator.

All other observations and assessments of a pupil's progress are integrated within the school's assessment calendar. These are both ongoing (as part of the AfL policy) and summative (through the use of end of term assessments and end of key stage profiles and tests).

PUPILS with SEN/EAL

If a teacher has concerns about a pupil's progress then arrangements can be made to have the child assessed in their home language. This can help to establish whether there is a special educational need or whether the child is still acquiring proficiency in English.

Parents of pupils with EAL & SEN need to be kept fully informed and involved in any assessments of their child's learning. Staff should be sensitive to cultural differences and be aware that some parents will have limited experience of the UK education system. Translators should attend meetings if necessary.

PARENTS/CARERS

Parents' active involvement in their children's education is vital. Interpreters should be provided wherever possible at initial admissions, parent meetings, SEN reviews and secondary transfer meetings. Parents should be encouraged to deepen their children's knowledge of their home language and to promote learning through the use of the child's first language. They should be encouraged to participate in class and school activities such as out-of-school trips). Parents should also be encouraged to play an active part in the school community (e.g. through membership of the Parents Association and Governing Body).

SCHOOL LINKS

- The Inclusion coordinator will attend CPD training provided by CEA@Islington to ensure that the school keeps up-to-date with good practice.
- Links may be sought with supplementary and mother tongue schools to increase the social inclusion of children and parents for whom English is an additional language.
- The Inclusion coordinator and Y6 teachers will liaise with secondary schools to ensure that pupils with EAL make a successful transition from KS2-KS3

MONITORING

The systematic collection of data is important for tracking and monitoring the effectiveness of provision for pupils learning EAL, as well as for informing the process of resource allocation across the school. Analysis of data will help to identify areas for development, which will be then fed into the School Improvement Plan. Data that will be monitored includes:

- Data from teacher assessment, and end of key stage profiles and tests
- Individual pupil targets (where applicable)
- Monitoring of planning, lesson observations and work surveys
- EAL pupil involvement in extra-curricular activities
- EAL pupil composition on G&T register and SEN profile
- EAL parents attendance at consultation meetings and involvement in school visits and events

This Policy is reviewed Tri-annually by

The Governing Body

It was last Approved in

May 2017

It will next be reviewed in

May 2020