



## English as an Additional Language Policy (EAL Policy)

**“Learning to make the world a better place”**

<b>Reviewed</b>	<b>Spring 2016</b>
<b>Next Review</b>	<b>Autumn 2017</b>

# **English as an Additional Language Policy (EAL)**

## **Statement of Aims**

This school is committed to enhancing the teaching and learning of pupils for whom English is an additional language, and for raising the achievement of minority ethnic pupils, who are at risk from underachievement. A rigorous tracking system allows us to identify and monitor groups of children with EAL as well as individuals to ensure excellent progress.

We aim for that all pupils to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

## **The Context of the School**

St John's Angell Town CE Primary School is an inner city school where a wide range of languages are spoken. Many of our children have a home language in addition to English, and have been identified as requiring additional help in English acquisition. As a school with a high number of EAL children we ensure every lesson is planned with EAL at the forefront. All staff have received EAL training on being whole class EAL practitioners and we understand and prove that good EAL teaching leads to outstanding progress for all the children.

## **Key Principles for Additional Language Acquisition**

At St John's Angell Town:

- Language is used and developed in purposeful contexts across the curriculum
- An effective use of language is crucial to the teaching and learning of every subject
- Attention to vocabulary and meanings are embodied in each curriculum area
- Teachers and support staff have a crucial role in modelling use of language
- All pupils have entitlement to the National Curriculum
- A distinction is made between EAL and Special Educational Needs
- Teachers are aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL. Therefore the use of the home language of our pupils is encouraged
- All languages, dialects, accents and cultures are equally valued.

## **Teaching and Learning**

### **Planning and Differentiation**

Teachers, support staff and the Inclusion Manager work closely to ensure good EAL practice throughout. Our Creative Curriculum provides a genuine context for language which supports the EAL learner. For children who have no spoken language we provide guidance for staff in a separate *document 'Non English Speaking Joiners – good practice and resources available'*. These guidelines aim to reduce the stress associated with beginning school without the main language and ensure children are properly assessed and individual learning journeys are planned.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Please also refer to our *Policy for Joiners*.

## **Literacy and Numeracy**

The National Curriculum is followed for literacy and mathematics are used, wherein classroom activities are carefully structured and consist of clear learning objectives. The appropriate support and resources are deployed to ensure that all pupils are able to participate in lessons. English fluency scales are used to assess children's levels of English Fluency where appropriate as are Stages of English assessment.

### Strategies

Staff use support strategies to ensure curriculum access through:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, texts, key word lists, bilingual staff/pupils and parents
- The use of speaking and writing frames
- Opportunities for role play and drama
- Regular verbal and written feedback from staff
- Discussions provided before and during reading and writing activities.

### Planning, Monitoring and Evaluation

Information is gathered about:

- The pupils' linguistic background
- The pupils' competence in their home language via the mother tongue assessment
- The pupils' previous educational and school experience
- The pupils' family and biographical background

The pupils' level of English is identified with reference to Stages of English as an Additional Language, and is placed on the St John's Angell Town EAL tracking record. This information is forwarded annually as part of the annual statistics gathering and budget setting process.

Staff regularly observe, assess and record information about pupils' developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed termly as part of the assessment process.

At St John's we track all EAL children to ensure their progress with a particular focus on smaller, growing groups such as Polish or Portuguese speakers to ensure that our provision, resources and teaching style is enabling rapid progress for EAL children.

### Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs.

However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Staff have termly meetings with senior leaders to discuss pupil progress, needs and targets.

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

The school analyses EAL/Minority Ethnic pupil achievement and evaluates the effectiveness of additional support provided in terms of pupil progress.

### Resources

The school will use every opportunity to display work reflecting our linguistic and cultural diversity. Resources from other cultures will be used to support teaching and learning throughout the curriculum.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists and ICT resources including Ipads.

Assessment materials use images and texts which are appropriate for all pupils.

### Parents/Carers and the Wider Community

At St John's Angell Town we provide a welcoming admissions process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community support our EAL pupils.

### Staff Development

St John's enables staff to undertake professional development to ensure that the provision for EAL pupils is appropriately delivered and co-ordinated.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.

### Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

## APPENDIX

### Non English Speaking Joiners – good practice and available resources. Updated June 2013

This is advice for children without spoken English. Pre Stage 1 /Stage 1 (Stages of English). KS1 and 2.

- EMA lead and class teacher needs to be involved in initial meeting with parents having requested a translator if necessary to get a full picture of child's academic and emotional needs.
- Class TA and EMA lead need to be released for a day prior to the child joining to plan programme and organise resources/order dual language books ( if we do not already have in school). The child should not start until these are in place.
- Parent is encouraged to stay for the first morning if appropriate (longer if beneficial).
- A 'buddy' needs to be briefed within the class on how to be a special learning friend. If possible this should be a child that speaks the same first language.
- Child should be given a full tour of the school on their first day where they can label key rooms, equipment etc in both English and their first language with their class TA. These labels will have been prepared during the 'release day' mentioned above.
- All efforts should be made to ensure that the child's class is taught by their usual class teacher and TA for the first two weeks of the child joining for consistency. If this is not possible then it may be advisable to defer the child's start date.
- Class TA or other adult needs to be 1:1 with child for at least first week and will need 35 minutes per day 1:1 timetabled for first term. This may mean another TA being used from another class if joining during run up to SATS etc to avoid other children's learning being affected.

#### Resources to be in place *before* the child starts:

- Dual language labels throughout classroom
- Visual timetable
- Dual language dictionary
- Laptop with Talk English CD roms
- Flash cards for greetings, colours, days of the week and numbers.
- Emergency language cards ( from SENCO)
- Dual language texts

### **Recommended order of activities for first terms:**

Highlighted text need to be done in this order initially. Teacher expertise/assessment can inform changes to order of remaining where appropriate.

- Learn colours, days of week, common emotions (happy, sad, hungry, unwell, frightened, anxious, excited), names of family, emergency language.) Always model full sentences not just word I AM happy, I AM sad etc .Flash Cards with pictures.
- **Stage of English form to be filled in and given to EMA lead**
- **Decision made re counselling/mentor support where appropriate? Refer to relevant adult if so**
- Learn key words relating to class topic. Flash Cards with pictures.
- I, She, He, We
- Early Sentence Work Set 1
- Early Sentence Work Set 2
- **By this point it should become more apparent whether there is also a learning difficulty. If this is suspected the SENCO, EMA and Class Teacher should organise Mother Tongue assessment ( Lambeth pack – yellow cover)**
- High frequency words – via handwriting ( age appropriate) or computer programmes.
- Learning High Frequency Words 1 and 2 Sue Graaves
- Single Sentences. Easy Learn Resource. Verbal first then written with TA
- Writing Sentences Barbara Mitchelhill
- **A level should be inputted onto school assessment tracker by this point**
- Silly Sentences Card Game
- Write About the Picture Easy Learn Resource Orange Cover Verbal First then written with TA
- **Letters and Sounds Assessment should be done at this point – see literacy lead or SENCO for advice on how to carry out and how to interpret results. This assessment will inform your next steps for Letters and Sounds( if appropriate).**
- Phonological Awareness Training (PAT) may now be appropriate depending on assessments.
- Bright Spots ( Story Telling Card game) You can Imagine.
- Ready for in class differentiation
- Question Tracks

An alternative to this is to use the Lambeth Support Pack. This is designed as a resource for children with Portuguese as first language but can be easily translated and used with other languages. Key Texts recommended in these resources are in school in Yoruba, Spanish, Portuguese, Polish and French. Will require weekly TA/teacher planning however to be successful.

### **Children should also:**

- Read or be read to daily with TA/volunteer.
- Be set up on Lexia and Education City (letters and Sounds EYFS a good starting point.
- Have access to Euro Talk ( Vocabulary Builder and Learn English ) or similiar, daily.
- Daily handwriting – related to words learning
- Alphabet letters and sounds ( ensure adult knows correct sounds Jolly Phonics)
- Ipad resources – please see ICT Coordinator

### **Good Whole Class Practice for EAL ( which benefits all learners!)**

- Visual prompts in all areas.
- Key topic words displayed.
- EAL labelling in first language and English
- Sentence starters for talk partner discussions
- Modelling answers in full sentences and expecting all children to answer in full sentences
- Sense maps for characterisation (what did character feel, hear, see, smell)
- Emotion faces in each classroom – children can peg name on how they are feeling so that adults know if there is a problem whilst also building emotional vocabulary.
- Be very clear in planning of specific language (vocabulary or structures depending on age) and ensure this is modelled and scaffolded.
- Taking the Temperature charts when reviewing stories etc.
- Pole Bridging:

Self talk: *I am pouring the water*

Parallel Talk: *You are pouring the water* (narrate the child's actions)

### **Where to find Resources:**

- Flash Cards ( numbers, colours etc) : Sparkle Box/ Primary Resources/Mantra
- EAL Portuguese Pack: EAL box see EMA lead
- Bright Spots: EAL Box see EMA lead
- Euro Talk CD Roms: EAL Box
- Mother Tongue Assessment Pack: EAL
- High Frequency Flash Cards/List: in all classrooms
- Single Sentences: EAL box and SEN
- Write About the Picture EAL Box and SEN
- Question Tracks EAL Box
- Early Sentence Work EAL box and SEN
- Letters and Sounds Assessments EAL` box/SEN/Lit lead
- Maths Words French EAL Box
- Silly Sentences Card Game: SEN
- Puzzles etc: SEN
- Writing Sentences 1: SEN
- Learning High Frequency Words 1 : SEN
- Learning High Frequency Words 2: SEN
- Planning Support: EAL box
- Spanish and Portuguese Dual Language Texts/Dictionaries: Library
- Picture Books to support Lambeth Pack: EAL box
- Bilingual Dictionaries: In classroom
- EAL Laptops: ICT Technician
- PAT: SEN
- Jolly Phonics: SEN. EYFS

### **Websites for Flash cards/worksheets**

ESL kids/Primary Resources /SparkleBox Cbeebies has some good programmes and games.

### **For labelling/translating:**

Google Translate

Bing Translate

Agreed Governors on: Summer 2013

Signed By: Mr Anthony Bottrall  
Designation: Chair of Governors  
Next Review: Spring 2017