



EAL Policy

Date: September 2023

Review Date: September 2024

'Doers, Believers and Achievers'

EAL POLICY

Newdale Primary School & Nursery

Statement of Aims

Newdale Primary School & Nursery is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able 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 our School

Over 34 different languages are spoken or understood by pupils at our school and nursery.

103 children in school and nursery have another home language in addition to English which equates to 19.92% of our pupils.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook: setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation

Planning in all areas of the curriculum is shared with support staff. Plans identify the demands of the National Curriculum and EYFS Curriculum provide differentiated opportunities matched to individual EAL pupils' needs.

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

Literacy, Numeracy and Science:

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Literacy and Numeracy Progress of Study.

Plans specify strategies to be used to facilitate the learning of EAL pupils.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- 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. interactive whiteboards, posters, objects, non-verbal clues, pictures, demonstration, use of gesture, use of ICT, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Working walls, graphic organisers, writing frames, directed activities
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract
- Pupils can be supported both in class and in focused withdrawal activities out of class.
- Pre-teaching of key vocabulary
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, after school clubs, targeted after school support for underachieving identified groups.

Planning, Monitoring and Evaluation

An initial assessment of the language stage of newly arrived pupils is undertaken in key stages 1 and 2, using QCA (A Language in Common) level descriptors.

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

An initial assessment of Numeracy level is also undertaken.

This information is shared with the Headteacher and class teachers.

Staff regularly observe, assess and record information about pupils' developing use of language. EAL language levels are recorded by the EAL coordinator.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to school SEND 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.

Assessment and Record Keeping

Staff have regular meetings with parents/carers 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 support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

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

Resources

Resources on which reading and writing activities may be based are monitored for cultural accessibility.

Games are used as resources to develop speaking and listening.

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, writing frames, key word lists, bilingual dictionaries, computer software, etc.

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

Parents/Carers and the Wider Community

We provide a welcoming admission 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. Staff are willing to help as translators and interpreters whenever possible.

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

Staff Development

The school enables all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

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

X1 staff meeting per year have been conducted at the schools Multicultural Development Centre to refresh teachers knowledge and resources that we offer to support.

Review and Evaluation of Policy

School data includes relevant information on minority ethnic/EAL pupils. This includes needs, level of English, support, achievement and progress. This enables the school to monitor targets and to map provision for all efficiently.

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

This policy has been adopted by the governors and all members of staff. It is reviewed yearly by the Senior Management team, the Governors and the EAL coordinator.

