

A Model EAL Policy



Developed by the Leicester City Primary EAL Network

Spring 2015

Updated October 2015

Agreed by Full Governors December 2015

Dovelands Primary School - EAL Policy



This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs Aklima Mobaed.

Introduction

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 and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

The government's definition of an EAL learner is:

'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Leicester Context: (current information March 2015)

- Children and young people from minority ethnic groups account for 59% of all children living in the area, compared with 22% in the country as a whole
- The largest minority ethnic groups of children and young people in the area are Asian and Asian mixed and Black or Black British
- The proportion of children and young people with English as an additional language in primary schools is 49% (the national average is 19%)

- In 2014, there were 2,400 new arrivals to schools (750 from within the UK, 500 from within the EU and 1,100 from outside the EU)
- There are 169 languages spoken in Leicester city schools

School Context: (current information October 2015)

- There are 24 different languages spoken at Dovelands.
- The proportion of children with English as an additional language is 20%.
- Since March 2015, 27 new arrivals started at Dovelands. In year groups 1 to 6, 5% of children (27 EAL children) are at the early stage of learning the English language.

Key Principles of additional language acquisition

'EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.'
Ofsted 2014

- The home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible
- 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.

Assessment

All EAL pupils are entitled to assessments as required. This includes an initial assessment within the first few weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored. If the pupil is in the early stages of learning English, they will be assessed using the step descriptors from *A Language in Common: assessing English as an additional language (QCA, 2000/584)*.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of learners.

Teaching Strategies

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum.

- Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified.
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is alongside collaborative activities that involve purposeful talk and encourage and support active participation.
- The classroom is organised so that pupils have access to effective staff and peer models of spoken language. This includes placing EAL learners in appropriate groups.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, diagrams and graphic organisers
- Additional verbal support is provided, e.g. repetition, modelling and opportunities for oral rehearsal
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, models, graphic organisers

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN
- Should SEN be identified, EAL pupils have equal access to school's SEN provision
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

New Arrivals

- A welcome booklet will be given to the child's family to provide them with useful information about the school day.
- A buddy system will be used to provide EAL learners with more support from their peers.
- A meeting with the child's parents will be held to gather information about the child's background and previous education. This will then be fed back to the class teacher.
- Assessments will be carried out after 2 weeks. The assessment will focus on the child's language acquisition.
- A copy of the assessment and a pupil information sheet will be provided for the class teacher.
- Further assessments will take place once the child has settled into school and feedback will be provided for the class teacher.
- Children will receive additional support to develop their language development (e.g intervention group, bilingual dictionary, classroom survival fan and language packs).

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Roles and Responsibilities

All staff are responsible for ensuring that all pupils achieve their full potential. Specific roles and responsibilities with regards to EAL learners, will be detailed in the job descriptions of all staff.

Staff will be kept up to date with current, local and national EAL updates. There will be regular training for all staff on the needs of EAL learners.

This policy to be reviewed on October 2016