



## CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

### EAL POLICY

#### Introduction

In our school the learning, achievement, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

#### This policy should be used in conjunction with:

- New arrivals recording proformas.
- QCA Extended Scale for EAL Assessment.

#### Aims and Objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

We aim:

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language
- To provide newly arrived pupils with a safe welcoming environment
- To gather accurate information about pupils' backgrounds and educational experiences
- To use School, L.A. and Government resources effectively to raise the attainment of children for whom English is an additional language
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English

- To encourage and enable parental support in improving children's attainment
- To ensure that children can see their languages, culture and identity reflected in their classrooms and the wider school

The aim of this policy is to help ensure that we meet the full range of needs for those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

### **Teaching and learning style**

- In our school teachers take action to help children who are learning English as an additional language by various means:
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
- Explaining how speaking and writing in English are structured for different purposes across the range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring that there are effective opportunities for talking, that talking is used in support of writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another. 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.

### **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.

### **Ensuring access to the curriculum and to assessment by:**

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;

- Using the home or first language where appropriate.

### **Curriculum Access**

All children in our school follow the curricular requirements of the Foundation Stage and National Curriculum. Children with English as an additional language do not produce separate work. Where appropriate we occasionally withdraw some children from lessons to receive EAL support as part of our Wave 2 provision.

The Foundation Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing a variety of visual resources (i.e. calendar, numbers) in the children's home language as well as in English

### **Roles and Responsibilities**

All staff have responsibility for supporting and encouraging children to become fluent English speakers by:

- Modelling good use of English, in extending sentences and encouraging children to do the same
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate
- Communicating to children that they are expected to listen and respond when someone speaks to them

### **All teachers have responsibility for:**

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English
- Setting targets (where appropriate) for improving speaking and listening, reading and writing Assessing and tracking progress in speaking and listening, reading and writing

### **The EAL aspect leader has responsibility for:**

- Identifying and providing resources which support children learning English as an additional language
- Updating speaking and listening, reading and writing assessments each term in partnership with class teachers
- Supporting staff to communicate effectively with parents using translators where appropriate
- Organising translations of important information to be shared with parents

### **Assessment**

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing

### **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 where appropriate.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff takes account of the linguistic, cultural and religious backgrounds of families.

Assessments are monitored termly by the EAL aspect leader.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: