

Policy for EAL at Staple Hill Primary School 2016

Date Approved by Governing Body: 12 May 2016

Written by: Governors and Staff, Staple Hill Primary School

Abbreviations used in this policy:

- **EMTAS – Ethnic Minority Achievement Service**
- **EAL – English as an Additional Language**
- **AFL – Assessment for Learning**

Introduction

- This document is a statement of the aims, principles and strategies for English as an Additional Language at Staple Hill Primary School.
- It was developed through a process of consultation between the Equalities Leader and staff during spring 2004 and reviewed in autumn 2007.
- It was reviewed again in January 2010 and in April 2013
- The Equalities Leader will review the policy every three years and, should amendments be necessary, they will be brought to the attention of all staff and the governing body.

Equalities

At Staple Hill the curriculum will be taught across the key stages and in ways that enable each child to access it equally. Each child regardless of ethnic group, age, disability, special educational needs and gender will have access to this curriculum. It is our aim that a wide range of activities be planned and organised that will stimulate our pupils' interests, instil a love of learning and make children aware of the contributions made to the curriculum by role models from diverse cultures.

Context of the School

Staple Hill Primary School is an inclusive school. We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. We recognise and address the specific needs of all pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

- As of May 2016, 78 of our current 310 pupils are described as speaking a language other than English.
- 22 languages are spoken in the school, the largest language group after English being Somali followed by Portuguese, Bengali and Panjabi [as at 19.4.13]
- EMTAS support us in the monitoring of pupils and in the development of strategies to support EAL pupils.

Where pupils are classified as EAL, in their household another language is spoken at times. This does not mean that the child necessarily speaks another language, but it does mean that the child may not always be hearing standard English at home.

Aims of EAL Provision

Staple Hill Primary School aims to ensure that all pupils with English as an additional language should be able to access the complete curriculum and reach the same level of attainment that they would have reached in their main or other home language. Our aim is also that EAL pupils can achieve results at least as good as any of their English-only speaking peers. We will strive to raise the attainment of minority ethnic pupils by:

- giving pupils with EAL, access to the curriculum, which is mainly in English, as quickly as possible.
- providing EAL pupils with frequent opportunities to hear and read good models of English.
- planning appropriate activities to extend their knowledge and use of English in different contexts.
- providing additional in-class and withdrawal support to EAL pupils as appropriate to their development and needs.
- developing an understanding of pupils' home languages and celebrating this through school initiatives including 'Language of the Term' and 'Languages in my Class'.
- using visual and auditory resources including those identified by EMAS and the practice of Quality First Teaching.
- assessing pupils with EAL to establish their need and progress.
- ensuring pupils use English confidently and competently as a means of learning across the curriculum.
- making use of their knowledge of other languages to enhance the understanding of the whole school community, as appropriate.

Key Principles for Additional Language Acquisition

- All pupils have entitlement to the National Curriculum.
- Language is central to our identity. All languages, dialects, accents and cultures are equally valued and encouraged.
- Teachers have a crucial role in modelling uses of language.
- Teachers need to be 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; literacy in home language enhances subsequent acquisition of EAL.
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.
- A distinction is made between EAL and Special Educational Needs. Teachers will write specific EAL action plans for those pupils requiring individual or group EAL targets [see Appendix 1] and submit pre-EAL assessment forms outlining pupil achievement as requested by the Equalities Leader. As with any other pupil, if an EAL pupil is found to be experiencing significant difficulties, then a referral will be made to the Inclusion Leader.

Integration of new pupils into the school

- All new parents and pupils meet with the Head Teacher and the class teacher they will be joining. This meeting includes a tour of the school and other classes in order to meet other pupils and class teachers. Other members of staff may lead the tour of the school.
- On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home; details of previous schooling, in the UK and/or abroad; religious and cultural background in addition to other relevant data.
- The administration staff are available to support parents with the completion of these forms.
- Parents will be given a copy of our school Welcome Booklet translated in English and their first language.
- Class teachers will be advised of new arrivals in advance.
- On the first morning at school, class teachers will clarify procedures such as lining up at start of day and pick up at end of day. Teachers will also assign new pupils a buddy who will support the child throughout the first week [longer if necessary]. The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet, canteen, etc.
- All school staff, including class teachers, teaching assistants and Lunch-Break Supervisors will be made aware of the linguistic needs of new EAL pupils.
- Early Stage EAL pupils in KS 1 will be given frequent opportunities to develop their speaking and listening skills. This also allows them to improve their social interaction in an environment where they can choose from a range of childinitiated activities including role play, painting, construction, puzzles, exploring science and materials and more.
- Further support for pupils' language development is provided outside the formal curriculum in the form of assemblies, school clubs and community visitors.
- All staff should refer to the '**Bilingual Learners' Class Action Planning Pack**' for assessment and target-setting proformas and induction support materials [Appendix 2].

Identification and assessment of pupils & strategies for ensuring continuity and progress

Class teachers receiving new EAL pupils will arrange a familiarisation meeting with the parents to gather further information including any specific language needs the child might have and the level of English spoken by the parents and family. This meeting will also be an opportunity for teachers to clarify school/class routines.

- Class teachers identify and assess the need for support for pupils using a variety of data including teacher assessment, individual pupil targets, attendance and behaviour monitoring and consultation with parents.
- When making assessments, teachers should be aware of the possibility that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.
- Pupils whom are considered to need an individualised programme will be set individual targets on an EAL Action Plan which will be compiled and monitored by the class teacher.
- Early Stage bilingual learners will be assessed, supported and monitored by the class teacher and Equalities Leader as identified in the 'SHPS Bilingual Learners' Class Action Planning Pack'.
- The Equalities and Assessment Leader will analyse data and track progress of EAL pupils and identify trends and next steps to raise standards and achievement.
- Reporting to parents will be undertaken formally twice a year through parent consultations and an annual school report. Further meetings may be arranged by the class teacher or at the request of parents/carers.
- All staff should refer to the '**Bilingual Learners' Class Action Planning Pack**' for assessment and target-setting proformas and induction support materials [Appendix 2].

Teaching

Class teachers are responsible for:

- producing effective planning that identifies the key role of all support staff
- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- providing effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- making writing frames available, appropriate to tasks
- timetabling opportunities for role play

- encouraging discussion before and during reading and writing activities, using home language where appropriate reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- correcting the use of children's grammar [spoken and written], as appropriate, and allowing them time to repeat corrections to the teacher.

Role of EAL Teaching Assistant

- To support class teachers in providing opportunities for EAL pupils to access the curriculum to the best of their abilities.
- To welcome and support all families who speak English as a second language.
- To provide additional support to EAL pupils, sometimes alongside non EAL pupils, as appropriate, whether in the classroom, or in small groups outside the classroom.

Strategies for the Use of Resources

- Central resources to support Equalities teaching and EAL pupils are the responsibility of the Equalities Leader. All staff are responsible for using resources and returning them to the correct place. Pre-prepared games and teaching resources can be located in the EAL filing cabinet outside the staff room. These can be borrowed for use in class or for pupils to use at home with their parents. There are a selection of EAL materials located in the library including bilingual dictionaries, stories/text from different cultures, non-fiction texts about role models from different cultures and ethnicity. Our resources are constantly being updated and include a selection of dual language books and talking pens to support pupils in using their own language in school. All resources must be returned to their place of storage to ensure that they are accessible to all staff as they need it.
- Information Technology is a resource which is used to support the development of language providing opportunities for collaboration, speaking and listening.
- The library houses a stock of books, posters, CDs and bilingual dictionaries that can be used to support EAL pupils and contribute to our diverse and multicultural curriculum as well as provide pupils with positive images of themselves and others.

Monitoring and Feedback

- Feedback to pupils about their own progress is achieved through the marking of work and the use of AfL strategies.
- Effective monitoring:-

- is often done while a task is being carried out through discussion between children and teacher
 - aims to help children learn by encouraging them to think critically about what they have achieved
 - of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.
 - Early Stage Bilingual Learners will need frequent oral feedback.
- Formative Assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:-
 - small group discussions usually in the context of a practical task
 - focused teaching individually or in groups addressing EAL Action Plans
 - The Equalities Leader will maintain and revise the EAL Policy; monitor the diversity of the curriculum; ensure that assessment and monitoring is taking place; provide opportunities for training for all staff; and liaise with outside agencies such as EMAS.
 - Refer to the '**Bilingual Learners' Class Action Planning Pack**' for assessment and target-setting proformas and induction support materials [Appendix 2].

Links with Parents and Carers

We value parental involvement and especially their help and support with activities at home. The school will support parents' access to information by providing translations where necessary. We believe in supporting all our parents/carers so that they feel confident about approaching the school with any concerns or queries they may have.

Reporting to Governors

- Headteacher and SLT reports will be presented for discussion with Governors at the Summer term meeting during which SDP priorities linked to EAL achievement and standards will be reported.

Document History

Date	Notes
December 2009	Written by Deputy Head
27 April 2010	Reviewed by Staffing & Curriculum Committee
25 May 2010	Ratified by FGB
22 April 2013	Reviewed by Staffing & Curriculum Committee

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4 th May 2016	Reviewed by Staffing & Curriculum Committee
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