

Always building friendships with one another, whilst being thankful for what we have.



The Magdalen Church of England / Methodist Primary School



English as an Additional Language Policy

2021 - 2022

while trying hard each and every day to trust other people around us through humility and service.

Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

Determined to show compassion for those around us and develop a community that embraces Justice and peace.

English as an Additional Language (EAL) Policy:

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out our aims, principles and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. 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 culture.

Aims

The school is committed to ensuring that all our learners, including EAL learners, have their needs met and to raise pupil achievement and aspirations. We aim:

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage and enable parental support in improving children's language skills.

Key Principles:

- We will assist all EAL pupils to become fluent English speakers as quickly as possible.
- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Our children with EAL are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- We believe that well planned mainstream lessons, in appropriately organised mainstream classrooms, provide the best environment for the acquisition of English by children with EAL.
- We believe the bilingualism of our children enriches our school and our community.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, to become fully competent in the use of curriculum/academic English is a long process, we therefore recognise that EAL children will require long term support.
- We do not believe that having a home language other than English is a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN).

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- Children with EAL are not placed on the SEN register unless they have a special educational need.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

Admissions Officer

To obtain, collate and distribute information on new pupils to relevant teachers. This includes:

- Language(s) spoken at home.
- From the previous school, information on the level of English studied/used (when possible).

Teachers

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Staff will continue to develop their knowledge and expertise in teaching EAL children.

Teaching and Learning

Staff can help children learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations, encouraging children to contribute and give more than one word answers in all lessons.
- Recognising that EAL pupils may need more time to process answers.
- Learning progression moves from the concrete to the abstract.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- EAL learners are encouraged to use their first language for learning and to transfer their knowledge, skills and understanding of one language to another.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Use of Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.

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Assessment

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. Staff regularly observe and assess pupil's developing use of language.

Assessment for pupils is based on the Early Years outcomes and the National Curriculum for Key Stage 1 and Key Stage 2. The use of translators or written translations will be used when and where appropriate. Teachers will discuss pupils' progress with Senior Leadership each term. Teachers will meet parents to discuss progress as and when requested.

Planning, Monitoring and Evaluation

Curriculum planning takes account of the needs of EAL learners (e.g. building on their previous experience and considering their religious, cultural and linguistic backgrounds).

Interventions, where needed, are set and evaluated termly, at pupil progress meetings.

Special Educational Needs and Gifted and Talented Pupils

We recognise that intelligence is not measured by the ability to speak English fluently.

Should Special Educational Needs be identified, EAL pupils will have equal access to the school's SEN provision. Similarly, EAL pupils identified as Gifted or Talented have equal access to the school's provision.

Dated: September 2021

Review: September 2022

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