PARK ROAD ACADEMY PRIMARY SCHOOL

ENGLISH AS AN ADDITIONAL POLICY (EAL) POLICY

NOVEMBER 2015

Park Road Academy Primary School

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfill their potential. It complements the school's English Policy.

Introduction

Park Road Academy Primary School values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

The essence of our rich and diverse school is further enriched through the Bilingual and Multilingual aspects of our pupils and families.

All pupils need to feel safe, accepted and valued in order to learn. For children for whom English is an Additional Language (EAL) this includes recognising and valuing their home language and background. At Park Road Academy Primary School we recognise bilingualism as strength and that EAL pupils have a valuable contribution to make. We take a whole school approach to teaching and supporting EAL pupils.

Aims of Policy

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

This policy aims to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies, in order to meet the needs of pupils who have English is an Additional Language (EAL) and thereby promoting language awareness and raising pupil attainment, progress and achievement.

School Context

More than 20% of our children at Park Road Academy are EAL and come from a variety of backgrounds.

- There are more than 10 languages spoken in our school.
- Many children are from well established communities such as Chinese and Pakistani, whilst others are new to the language and culture of this country.
- We have an increasing number of Arabic speaking children
- Some EAL children are isolated learners and may be the only speaker of their language in their class or school

- Some children may have attended school elsewhere and are literate in their home language on arrival whilst others may have had no previous formal education
- Some children may have experienced trauma and this will have an impact on their learning (including war torn homes and devastation)

Information is gathered about:

- Children's linguistic background and competence in other language/s
- Children's' ethnicity and religious background
- Children's previous educational experience

A member of staff is designated to have responsibility as the EAL Lead Teacher. Currently this is Yvonne Vickers**.**

Key Principles of Additional Language Acquisition

- Language is central to our identity; therefore, the home languages of all children and staff should be recognised and valued. Children should be encouraged to maintain their home language and use it within the school environment wherever possible.

- All learners are affected by the social and cultural context they find themselves in – EAL learners need to feel safe, they need to feel valued and they need a sense of belonging.

- Generally speaking, children learning an additional language can become conversationally fluent in 2-3 years but it takes longer to develop the cognitive and academic language necessary to achieve in KS2 and above.

- The bilingual child's first language has a significant and continuing role in learning and in the development of English. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

- EAL children are entitled to access the full curriculum programmes of study and teachers have responsibility for teaching English as well as other subject content.

- EAL learners are potentially as able as any other children. They can be supported to access tasks at an appropriate level of cognitive challenge through the provision of contextual support. A clear distinction should be made between EAL and Special Educational Needs.

- EAL learners will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.

- Being able to identify the language demands of activities is a key element of effective practice; these need to be identified and included in planning..

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Teachers need to identify what children will need to say and/or write for the particular purpose – grammatical structures as well as new vocabulary in order to be able to model the language for children.

- Language develops best when used in purposeful contexts across the curriculum. EAL learners need planned opportunities to use new language: speaking and listening for a range of real purposes.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

- EAL learners need specific support to ensure they fully comprehend what they are reading in order for the new vocabulary and linguistic forms they encounter to become part of their language repertoire. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

- Aspects of writing likely to provide particular challenges for children learning EAL include:
    o Learning about how texts are shaped for particular purposes and using the appropriate grammatical forms necessary for these purposes
    o Using a range of devices to ensure text cohesion
    o Developing a wide enough vocabulary

- Teaching and support staff play a crucial role in modelling uses of language.

Assessment

- Assessment of EAL pupils is in line with the school's Assessment Policy.

- Staff have termly Pupil Progress Meetings when pupil progress, needs and targets are discussed and reviewed. Individual pupil progress in the acquisition of English is regularly assessed and monitored by the class teachers and the EAL Lead termly.

- Park Road Academy Primary School makes use of the NASSEA assessment procedure which supports teachers in recording and assessing the progress children learning EAL make towards full social and academic fluency, in both oracy and literacy.

- The Ethnic Minority Achievement Service may be requested to visit school. They will assess and monitor children, give support and guidance to staff and direct support to prioritized children.

- Assessment methods are checked for cultural bias and action is taken to remove any that is identified/offer support. (This creates particular challenges when using externally published assessment materials, e.g. SATs, Optional Tests, special needs assessments, etc.)

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- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Planning for **all** pupils is differentiated according to child need, ability and learning style
- Planning is key-skills based
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families
- Planning for EAL children incorporates both curriculum and EAL specific objectives
- Targets for EAL children are appropriate, challenging and reviewed on a regular basis.
- Staff regularly observe, assess and record information about children's developing use of language.
- Individual children are monitored through liaison with the class teacher and the EAL Lead when necessary.
- Tracking of EAL children's progress is monitored and recorded, in relation to their home language and ethnicity, termly by the EAL.

Teaching Strategies

Please note: GOOD EAL teaching strategies are effective, good practice for **all** children.

- Classroom activities have clear learning objectives and use appropriate materials and support to enable children to participate in lessons
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- Vocabulary work covers the technical as well as the everyday meanings
- Metaphors and idioms not just key words are covered
- How spoken and written English has different usages for different purposes is explained
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Children have access to effective staff and peer models of spoken language
- Additional visual support is provided, e.g. visual timetables, posters, pictures, photographs, objects, demonstration, and use of gesture
- Additional verbal support is provided, e.g. repetition, modelling, and peer support
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation
- Where possible, learning progression moves from the concrete to the abstract
- Discussion is provided before, during and after reading and writing activities

- Scaffolding is provided for language and learning, e.g. talk frames, writing frames
- Vocabulary work covers the technical as well as the everyday meanings
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Resources

Park Road Academy Primary School provides appropriate materials such as: texts and materials that are age-appropriate and learning stage appropriate; dual language text books, EAL-friendly software (e.g. Clicker 5), Aps, dictionaries and key word lists, digital media/videos, translators, maps, story props and differentiated work to support learning.

Special Educational Needs and Able, Gifted and Talented Pupils

- Most EAL children needing additional support do not have Special Educational Needs.
- Should SEN be identified, EAL children have equal access to school's SEN provision.
- EAL children identified as Able, Gifted and Talented will have equal access to school's provision.

Parental and Community Involvement

At Park Road Academy Primary School we strive to encourage parental and community involvement by:

- Providing a welcoming induction process for new arrived children and their families/carers
- Using plain English, bilingual staff, translators and interpreters where appropriate and available, to ensure good spoken and written communications
- Identifying linguistic, cultural and religious background of children and establishing contact with the wider community where possible
- Recognising and encouraging the use of first language
- Helping parents to understand how they can support their children at home, especially by continuing the development of their first language
- Celebrating and acknowledging the achievements of EAL children in the wider community

Other Related Documentation

- Teaching and Learning Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Assessment Policy
- Inclusion Policy
- Equality Policy
- And all other Curriculum Policies

Policy Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Policy Date: April 2015
Reviewed: November 2015
Date of Next Review: November 2017