



COLLIS PRIMARY SCHOOL

EAL POLICY

1. INTRODUCTION

In our school, the teaching and learning, achievements, 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.

2. 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.

To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.

To support access to a broad early years curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support as appropriate.

To integrate new children into the school in order to ensure that they gain access to the curriculum and academic achievement.

To use school, borough and government resources effectively to raise the attainment of children for EAL children.

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.

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

3. TEACHING AND LEARNING STYLE

In our school teachers take actions to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a 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 and that talking is used to support 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.

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, visual support materials, readers and amanuenses;
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

4. CURRICULUM ACCESS

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. The language support/EMA teacher works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times but should be agreed by the EAL teacher and class teacher for a defined period of time. The support should be clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session;
- Sessions following up a whole class or group session to reinforce key language and concepts;
- Sessions to enable the pupil to complete homework tasks with understanding;
- Intensive support for older bilingual pupils at a very early stage of learning English.

In the Foundation Stage we plan opportunities for children to develop their English and we provide support to help them take part in activities.

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 bilingual support to extend vocabulary;
- Providing a variety of writing in the children's home languages as well as in English;
- Providing opportunities for children to hear their home languages as well as English.

5. ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have responsibility for:

- 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. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;
- Setting targets for improving oracy and speaking and listening;
- Assessing and tracking progress in speaking and listening.

EMA teaching staff have responsibility for:

- Initial assessment of children's speaking and listening level of admission to school;
- Completion of a Progress Record within four weeks of admission to school if children has had extended leave or is Yr2 or above;
- Additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency;
- Supporting whole school or year group planning with additional input on developing language across the curriculum;
- Identifying and providing resources which support children learning English as an additional language;
- Updating speaking and listening assessments each term in partnership with class teachers.

Additional classroom support staff have responsibility for:

- Working with targeted groups to support children's access to the curriculum;
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;
- Translating to enhance communication between school and parents.

6. ASSESSMENT

Our school uses the QCA English scales to measure English language competence for EAL children linked to the National Curriculum. We carry out ongoing termly recording of attainment and progress in line with agreed school procedures. This information is reported annually to LBTH in order to show our progress in relation to other schools. In the Summer term this information is handed over to the cohorts teacher for the next school year in order to identify teacher support for the coming year. In addition, each EMA teacher will carry out one detailed assessment of a target child each half term.

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

In the mathematics tasks and tests at Key Stage 1, we translate words or phrases that appear in the assessment materials or that the children use in their responses.

For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English and who joined our school after.

7. EMAG AND SEN

Bilingual children with Special Educational needs are eligible for EMA and SEN support, particularly at the stages of fluency where a child is working below Level 1 of the National Curriculum where all teachers need to monitor a child's progress, gathering information about the nature of the child's difficulty. However, Cayley School has decided that children who have been assessed at School Action Plus should not be targeted for EMA support unless their IEP matches the learning intentions for the EMA group as planned by the class and EMA teacher.

