



COLLIS PRIMARY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

INTRODUCTION

The term EAL means ‘English as an additional language’ and includes those children for whom English is not the first language spoken at home and children who are bilingual.

KEY PRINCIPLES FOR ADDITIONAL LANGUAGE ACQUISITION

- Language develops best when used in purposeful contexts across the curriculum.
- 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.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, 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, and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

STATEMENT OF AIMS

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language, and for raising the achievement of ethnic minority pupils who are at risk of underachievement. The school will identify individual pupils’ needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that:

- We create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life;
- We value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils;
- We develop the oral and literacy skills of EAL pupils so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life;

- We integrate new EAL children into the school in order to ensure that they gain access to the curriculum;
- We encourage and enable parental support in improving children's attainment.

EQUAL OPPORTUNITIES

EAL pupils are entitled to the full foundation stage, key stage one and key stage two curricula. We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development.

ADMISSIONS

On admission, information is requested about:

- The pupils' linguistic background and competence in other languages;
- The pupils' previous educational and schooling experience;
- The pupils' family and biographical background.

New EAL pupils may be referred to the EMTAS (Ethnic Minority and Traveller Achievement) support teacher who, in conjunction with the class teacher (and, if necessary, an interpreter), will carry out an initial assessment of the pupil to determine his/her English language acquisition stage. There are four stages of language acquisition ranging from Stage One (beginners) to Stage Four (fully competent). The EMTAS teacher (and if necessary, an interpreter) may also meet with the pupil's parents/carers.

THE ROLE OF THE EAL COORDINATOR

- To maintain the EAL register, which will be updated termly.
- To act as a contact point and source of information for the EMTAS support staff.
- To attend relevant INSET and feed back to staff.
- To be responsible for resources.
- To act as a contact point for class teachers.
- Where necessary, to liaise with parents and other agencies and assist with communication between home and school.

THE ROLE OF THE EMTAS SUPPORT STAFF

- To carry out an initial assessment of the EAL pupil on admission.
- To maintain the system of assessment and record keeping required by the EMTAS service.
- To identify and provide training and resources which support children learning English as an additional Language.

THE ROLE OF THE TEACHING STAFF

Teaching and Learning

- To provide teaching in the three main strands of the English curriculum: speaking and listening, reading, and writing. These three areas are inter-linked so that one area supports development in another. In addition, children will be using English across the curriculum and throughout the day. We acknowledge that even the more advanced learners of English need continuing support in order to reach their potential and we recognise that all pupils benefit from praise and positive feedback. In the Foundation Stage a range of opportunities are provided to engage in speaking and listening, reading and writing activities in English with peers and adults.
- To provide additional language teaching through activities specific to the individual child's needs. Teaching will usually take place within the classroom, although some children may be withdrawn, for short periods of time, for group activities.
- To develop the social skills of EAL children through group work and the use of good role models.

Teaching and Organisational Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support: repetition, alternative phrasing, peer support;
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture;
- Use of story sacks, story props and multi-sensory resources to support literacy work;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- Writing frames, directed activities related to texts;
- Opportunities for role play;
- Use of cultural knowledge explicit or implicit in texts;

- Discussion before and during reading and writing activities, using preferred language where appropriate;
- Regular feedback;
- Further support for pupils' language development outside the formal curriculum, e.g. school clubs, homework clubs.

Resources

Teachers have the responsibility for providing appropriate learning resources for EAL pupils. Multicultural and language resources are found in all classrooms across the school and are available for use by any member of staff. Additional resources are available in the EAL cupboard.

Planning, Assessment and Record Keeping

The pupils' level of English fluency is identified by referring to the Stages of English language acquisition and the FS/National Curriculum. This information is forwarded to the EMTAS service once a year.

Staff regularly observe, assess and record information about pupils' developing use of language. They liaise with specialist staff to develop a full picture of pupils' performance, and, where necessary, incorporate the pupil's first language into assessment for learning.

Whilst a pupils' stage of fluency in English, and length of time learning English, is always taken into account, teachers set appropriate and challenging targets for individual pupils whose first language is not English.

The school ensures that all EAL pupils have access to statutory assessments where necessary. We make full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of the additional support provided in terms of pupil progress.

THE ROLE OF THE EAL SUPPORT TEACHER

(When additional provision is available from the Local Authority)

- Observe specific pupils during lessons and in other settings and record their responses and involvement formally and informally.
- Contribute to planning and target-setting for EAL pupils.
- Contribute to assessments of national curriculum levels and EAL stages.
- Support teaching assistants working with bilingual pupils.
- Be an advocate for ethnic minority pupils, celebrating the achievement of bilingualism and highlighting achievement of all kinds.

THE ROLE OF TEACHING ASSISTANTS AND SUPPORT TEACHERS

(Pupils may be supported in class by a TA, taught in a small group led by a TA, or taught in a small group by an experienced support teacher.)

- Observe pupils while working with them in lessons and feed back information on their engagement and learning to the class teacher.
- Track pupils as requested by the teacher.
- Provide feedback to inform teacher's classroom planning.

ROLES AND RESPONSIBILITIES AT WHOLE SCHOOL LEVEL

Leadership Team

- Create opportunities to inform staff about the data on Ethnic Minority Achievement (EMA) and effective strategies for teaching and assessment.
- Provide all staff with information about the ethnic minority pupils in their class.
- Develop a transparent rationale for the deployment of any additional EAL staff in the short and long term.
- Track the achievements of all ethnic groups within the school and compare with local and national data.
- Ensure all staff are aware of positive achievements of ethnic minority pupils in the school.
- Have an expectation that teaching assistants will contribute to pupil assessment.
- Keep the issue of ethnic minority achievement as a high profile issue for school leaders and governors.
- Ensure that staff are able to participate in training.
- Develop the school environment so that it reflects the background and culture of ethnic minority pupils at the school.

Governors

- Monitor the progress and achievement of pupils from all ethnic groups.

Cath O'Hara
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