



# **EAL Policy**

**Approved by the Headteacher on:**

1<sup>st</sup> December 2019

**Review Date:**

Autumn Term 2022

# Barley Lane Primary School

## EAL Policy

### Rationale

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all 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.

### Aims

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 diverse education that we provide in our school.

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 and Race Relations (Amendment) Act 2001. At Barley Lane Primary School, teachers take action 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;
- displaying key vocabulary;
- 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, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children

Strategies/School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.

Extra time and support in exams will be awarded if appropriate. Providing and targeting appropriate reading materials that highlight different ways in which English may be used.

- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of Subjects.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

## **Curriculum access**

All children at Barley Lane Primary 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, unless within a focused target intervention group. We do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to 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 opportunities for children to hear their home languages as well as English.

## **Assessment**

- School Registration form identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed school procedures.

## **Responsibilities**

Office obtains, collates and distributes to Head of School, EAL Coordinator and class teacher, information on new pupils with EAL.

- Language(s) spoken at home.
- From the previous school, information on level of English studied/used
- Head Teacher ensures that:
- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.
- Targets for pupils learning EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly.

## **EAL Co-ordinator**

- Oversee initial assessment of pupils' standard of English as necessary.
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of pupils with EAL.
- Ensure effectiveness of the above and the progress of pupils.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO.
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, teaching, use of resources and pupil grouping.

## **Monitoring and Review**

This policy document will be monitored by the Headteacher and the EAL Coordinator.