Leamington Federation

Sydenham Primary School and Lighthorne Heath

English as an additional language (EAL) Policy 2022-2024

Introduction

In our schools the teaching and learning, achievement, 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 EAL. Children who are learning EAL have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

UN convention on the Rights of the Child.

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

Aims and Objectives

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 policy is in line with the requirements of the Race Relations Act 1976, Race Relations (Amendment) Act 2000 – RR(A)A and Equalities Duty Act 2010.

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full National Curriculum Programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- 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.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language so that they can make links between their languages and acquire English more easily. At school language links should be encouraged wherever possible.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- Although many pupils acquire the ability to communicate socially on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to seven years or longer in some cases. (Cummins, 1980 ref BICS & CALP).
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- ALL school staff play a crucial role in modelling uses of language.
- A clear distinction should be made between EAL and Special Educational Needs.

What We Do	Why We Do It	How We Do It	Expected Impact/Outcomes
Induction for International New Arrivals (See Appendix)	• To gain a holistic picture of the child and their family. • To inform the assessment process. • To settle and welcome the child and family. • To set up a communication plan between home and school. • To inform parents about the English Education System and give family guidance on how best to support their child's learning.	• Initial parental meetings with EAL Coordinator & Associate Head Teacher with support from Ethnic Minority Traveller Achievement (EMTAS) Service where appropriate. • Tour of the school • Information is collected on language background and previous education. • Initial background information on child is given to class teacher at the earliest opportunity. • Parents receive a school induction pack with related preparatory activities to cue them into new school environment and key vocabulary. • Parents receive an advice factsheet indicating how they can support their child to become bilingual. • We recognise that some early bilingual new arrivals may go through an extended 'silent period'. This is a natural part of the language learning process.	• Parents will have a better understanding of the school system and how best to support their child's learning. • Communication Plan for parents will be established with key member of staff that encourages regular home-school liaison. • Individual pupil needs are identified. • Appropriate support/intervention organised for pupil. • Appropriate materials are gathered and used by teaching staff • Teachers have a more holistic picture of the pupil and are better able to establish a rapport that enables language learning. • Early bilinguals feel settled quickly and are motivated to learn language in a stress free environment

Teaching and Learning meets the needs of International New Arrivals, intermediate and advanced EAL learners.	• To ensure that we meet the full range of needs of those children who are learning EAL. • To ensure that all EAL learners have full access to the National Curriculum. • To ensure that EAL learners have the opportunity to develop knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens (see Equal Opportunities Policy.)	• Classroom activities have clear language and learning objectives and use appropriate materials and support to enable pupils to participate and make progress in lessons. • Learning objectives are achievable • EAL pupil placed in appropriate groupings and work is cognitively challenging. • EAL pupil is seated next to peers with good model English. • Teachers plan lessons through the lens of language and key language for each lesson is identified at the level of the pupil • Enhanced opportunities are provided for speaking and listening e.g. talk partners, buddy system, pre-teaching with support staff • Additional visual support is provided, e.g. key words, pictures, use of gesture. • Additional verbal support is provided e.g. repetition, modelling, speaking slowly, mental rehearsal time • Collaborative activities that involve purposeful talk and support active participation (Vygotsky Theory). • Scaffolding is provided for language learning linked to writing e.g talk frames, writing frames. • Encouragement of independent vocabulary and language acquisition through individual word books.	• Provision is tailored to meet the needs of individual EAL learners and all children make progress to their full potential. • Appropriate scaffolding resources and strategies are in place so pupils can access curriculum content. • EAL pupils develop better learner autonomy through pupil centred approaches • Mainstream classroom teacher feel prepared and confident to teach language through curriculum content. • Increased classroom interaction develops language skills for all pupils.
Assessment and Monitoring of provision for EAL learners	• To ensure that EAL learners are making expected levels of progress and that intervention/provision is having an impact. • To ensure that EAL learners have the appropriate provision for their learning needs	• Baseline/Initial Language Assessments • Regular monitoring using the Sydenham EAL Trackers linked to the new DfE language proficiency codes. • Individual Language Plans which include language targets in all skill areas and strategies for class teachers. • Speaking and Listening targets are included and this skill area is assessed and progress is tracked. • Assessment for learning strategies e.g. success criteria, oral sampling, pupil conferencing etc. • Where possible link language to curriculum targets • Curriculum topics shared with parents who can cover key concepts in the first language • Language targets shared with parents who can support first language learning at home.	• Summative assessment in place to measure EAL progress of early stage EAL learners termly and measure EAL progress relative to other EAL pupils. • Formative assessment practices in place that focus on language in the curriculum which are pupil centred and promote learning autonomy. • All EAL learners make expected levels of progress. • Where an EAL learner is not making expected levels of progress, a further investigation is required involving SENCO and possible informal first language assessments • Parents are engaged and involved with their child's education.
Effective Inclusion and Home School Links	• All pupils need to safe, accepted and valued in order to learn. For pupils who are learning EAL, this includes recognising and valuing their home background. As a school we are aware that bilingualism/multilingualism is a strength and that EAL pupils and families have a valuable contribution to make.	• Designated Community/EAL Governors to signpost community groups • Teacher to talk to the class about the new child's country of origin. Help other children to understand the needs of the INA and that their language is as valuable as English (PSHE) • Teacher to teach class a key word (i.e greeting) in the language of INA. • Designated EAL parent Governor and EAL Coordinator as key people in school for EAL families. • Displays within school reflect ethnic and language diversity	• Parents feel welcomed and are more confident to approach school • All children value different cultures and different languages and these are actively celebrated within school.

		• Dedicated EAL room that can also act as safe-haven for EAL pupils/INAs • Multi-cultural days and weeks within school (i.e. Global Citizenship Week, Language of the Month, International food festival) • Parents are invited in to assemblies and celebrations • Translations on school website • Multi-agency work involving EMTAS/FIS/IDS particularly when interpreters are needed • The Young Interpreter Scheme (Hampshire) is used to help welcome New Arrivals and visitors to school. Our Young Interpreters help support our New Arrivals and help promote the importance of all of the home languages spoken and understood by our children and their families.	
Resources	• To support teaching and learning and inclusion within the classroom • To ensure that needs of all EAL learners are met using appropriate resources	• Dual language books (Library) • EAL language resources on the Shared Area for all staff to access • CD Rom packages (Racing to English resources and WordBird) used in interventions and as a home learning resource. • Resource packs celebrating different cultures • Dedicated EAL room with language games, activities & New Arrivals Toolkit resources • Multilingual picture dictionaries • Flash cards and visual timetables • Daily Routine language fans • First language display cards-i.e. days of the week, key words and phrases • Bilingual induction welcome books • Bilingual Staff used to support children as appropriate • Online translation packages such as Google Translate/*Say Hi* are used in lessons.	• EAL coordinator has a list of resources and languages shared in school to support home-school communication. • Teachers know where to access EAL resources and use to scaffold language in lessons

This policy was ratified: September 2022

And will be reviewed: September 2024

Signed by the Head teacher: *Juliette Westwood*

Chair of Governors: Richard Butler