



EAL POLICY

Written By: Sian Evans
Last Reviewed: April 2020
Next Review: April 2023

English as an Additional Language (EAL) Policy

1. Introduction

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. Everyone at Highfields Primary School has the right to a good education. As a Rights Respecting School, our English as an Additional Language Policy has been developed in line with the articles in the UNCRC.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community.

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 and links to both rights in the UNCRC and British Values. 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.

The key objectives are:

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities

3. Teaching and learning style

In our school, teachers and other staff take action to help children who are learning English as an additional language by various means:

developing their spoken and written English by:

- providing 1:1 or small group support in addition to the curriculum until children are assessed as being 'fluent' in English.
- 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
- using the home or first language where appropriate.

4. Curriculum access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum..

EAL support:

This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the EAL support teacher works with groups of children, of whom only one or two may be EAL children.

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 where possible;

5. Assessment

All EAL pupils are assessed in line with the school's assessment procedures (Solihull Tracker) within the first two weeks of their arrival to Highfields and a portfolio completed by the EAL support staff.

Progress in the acquisition of English is regularly assessed and monitored alongside whole school assessment systems for National Curriculum subjects.

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

Planning, Monitoring and Evaluation

Core EAL Skill Targets for EAL pupils are appropriate, challenging and reviewed on *at least* a termly basis.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about pupils' developing use of language.

EAL Support staff interventions are set and evaluated on *at least* a termly basis.

The EAL support staff offer support to children during Early Years, Key Stage 1 and Key Stage 2 dependent on their acquisition of language.

Signed:

Date:

APPENDIX

Newly arrived Pupils – guidance

Mid-phase admissions can sometimes be pupils new to English

The school office staff welcome families who visit the school to enquire about school places. A date and time for a tour around the school is arranged with the Headteacher or senior member of staff. Families are assisted with information on free school meals, dietary requirements and any medical issues.

The Assistant Head teacher for Inclusion is informed of the new child.

- The Class teacher will ensure there is a successful transition by:
- Making sure a warm welcome for children and their parents/carers which will reassure them that our school is a safe and caring environment.
- Ensuring that the child's medical needs and dietary ones are properly met and that this information is disseminated where necessary.
- Acknowledging the child's previous learning, achievements, language experiences and cultural background when planning to meet their needs.
- Helping children to learn class routines, rules and expectations
- Ensure newly arrived child is placed in an appropriate ability group.
- Employing the skills of class peers to help welcome the child.

The Assistant Head Teacher for Inclusion will:

- Monitor how new arrivals are settling in.
- Liaise with class teacher on progress of newly arrived pupils.
- Develop effective ongoing communication with children and families.
- Ensure that an assessment is carried out asap upon arrival.
- Liaise promptly with class teachers and when a child arrives with identified need.
-

Where a pupil has English as an Additional Language, the above all applies. However in addition to this, the following actions are engaged as appropriate:

- Establish the language of the parents and to the extent this is used at home.
- Establish ethnicity
- Baseline acquisition of English through observation in class and 1:1 assessment through the Solihull tracker

. The EAL policy is then applied.

General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly. Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR). For further details of how we manage personal data, please see our privacy notice, which can be found on our school website <http://www.highfields.sandwell.sch.uk/our-school/3980-privacy-statement.html>. School's Data Protection Policy and Records Management Policy can also be found on our website.

