



# St James CofE Primary School

## English as an Additional Language Policy

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**Author : Jeremy Bullock**

**Approved :**

This policy is a statement of St James Primary School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

## **Introduction**

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.

## **Aims of the EAL Policy**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures. It raises awareness of resources and strategies to meet the needs of pupils who have English as an additional language (EAL). This process then supports the achievement and aspirations of these pupils.

### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## **Objectives of the EAL Policy**

- 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.
- To develop rigorous monitoring, evaluating and review systems.

## **The Context of St James Primary School**

At our school, there are approximately 20 languages spoken in the family home.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

## **Key Principles of additional language acquisition**

EAL pupils are entitled to the full National Curriculum programme 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.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

Although many pupils acquire the ability to communicate 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.

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. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

In the **emerging** part of language acquisition a child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

In the **developing** part of language acquisition a child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

In the **secure** part of language acquisition a child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

## **Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## **Assessment**

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to St James.

An Individual Language Plan is then written for each child.

Staff have the opportunity to discuss pupils' progress, needs and targets via weekly planning meetings. Progress in the acquisition of English is regularly assessed and monitored.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.

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

## **Planning, Monitoring and Evaluation**

Targets for EAL pupils are appropriate, challenging and reviewed on a half termly basis.

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

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

Interventions are set and evaluated every half term.

Language plans are set and assessed half termly

## **Teaching Strategies and Pedagogical Approaches**

The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning.

The EAL targets are based on the level of the pupil's reading, writing, speaking and listening in literacy.

Communication is the main principle in lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

## **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, etc.

- 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
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

### **Personalisation of Learning to Meet an Individual Pupil's Needs**

The EAL teaching at St James Primary School focuses on individual pupil's needs and abilities. Each child has their own Individual Language Plan, which is reviewed every term.

Differentiated planning is put into place to support the EAL children in their Literacy and Maths target groups. In Literacy the children work on the same topic and unit, but the tasks are either extended or simplified to meet their needs. In Maths the planning is differentiated according to the children's previous education and knowledge and targets are being set to fill the gaps in their knowledge.

### **Materials**

Our school provides appropriate materials such as dual language books, dictionaries and visual key word lists. Videos, maps, iPad Apps and story props also give crucial support. Resources reflect linguistic and cultural diversity.

### **EAL with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented**

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to school's SEND provision. EAL pupils identified as Gifted and Talented have equal access to school's provision.

At St James we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identify linguistic, cultural and religious background of pupils.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.