

MAYBURY PRIMARY SCHOOL

English as an Additional Language (EAL) Policy

Updated: Spring 2020



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Maybury Primary School

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English as an Additional Language (EAL) Policy

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision Phrase:

Believe. Succeed. Achieve.

1. Introduction

At Maybury Primary school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

A very high proportion of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Maybury Primary School works closely with the other professionals and specialist teachers to ensure we make the most appropriate support for all pupils. A number of EAL experienced practitioners and staff members work within the school.

In accordance with ***Excellence and enjoyment: a strategy for primary schools (DfES 0377-2003)***, there is a strong emphasis throughout our school on personalising learning to meet individual children's needs and on ensuring that all groups of children including those learning English as an additional language are being equally supported.

Personalisation and differentiation of learning helps to ensure that every child achieves and reaches the highest standards possible and involves adapting educational provision to meet the needs and aspirations of individual learners in order to maximise their achievement and create independent, lifelong learners.

At our school we recognise that children may be in various stages of learning English and that the needs of one EAL learner may be very different to the needs of another. All children are assessed to ascertain their proficiency in English and, wherever possible, in their home language.

In order to clearly establish the needs of individual pupils we offer the following definition of terms :

- EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.
- Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.
- Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.
- Minority ethnic group is used to describe all groups other than the White British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups.
- Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are White.

DFES-00068-2007 *Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years:*

2. Aims and objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Acts 1976 and 2000 and the Equality Act 2010.

3. Teaching and learning style

At Maybury Primary school, teachers use various methods to help children who are learning English as an additional language:

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking including bubble time, talk partners, show and tell and role play on a regular basis.
- encouraging them to relate one language to another;
- using bilingual signs and labels;
- using bilingual staff throughout the school;
- assessing on entry (in mother tongue) where possible;
- using a range of EAL support materials gathered from various sources.

ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries;
- using the home or first language where appropriate.
- Using tailored support packages such as 'Race To English' and 'Talking Partners@Primary.'

4. EAL and Inclusion

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language also complete individual programmes of work planned by the class teacher. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

We follow advice from key professionals and research findings from government bodies to ensure that provision made for our pupils is up to date and appropriate to meet their individual needs.

We do not withdraw children from lessons to receive EAL support. We support children in the class with the aid of bilingual assistants. However, where appropriate we will deliver small group interventions and support activities which are designed to expedite the acquisition of English language skills and enable greater access to the curriculum.

In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We provide language rich environments and practical/social learning contexts to help children establish a meaningful understanding of new terms and vocabulary.

The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English;
- using bilingual signs and labels;
- using bilingual staff throughout the school;
- assessing on entry (in mother tongue) where possible; and using WELLCOMM assessments to help establish pupils fluency levels in English
- using a range of EAL support material gathered from various sources.

5. Assessment for learning

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

The teachers and learning support staff carry out ongoing recording of attainment and progress in line with agreed school procedures.

Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated (Head Teacher/ Inclusion Leader/ Deputy Head Teacher (Assessment Lead.)

In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

Pupils new to the school within the test year may be disapplied from National testing schedules if they have had insufficient access to the curriculum prior to testing or if their language needs mean that they will be unable to access the tests appropriately.

All teachers are aware of the language proficiency levels of pupils within their class and the provision being made for them is detailed on the class planning

6. Parent Partnership

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

We aim to:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents' knowledge, views and attitudes;

- provide parents with information on school policy, support and services
- provide information regarding assessments used by the school and the LA and parents rights in the assessment process;
- provide and use information techniques that ensure communication is clear and hence effective;
- provide access to additional information and support through our full time, bilingual home school link worker.
- Work with parents on home/school projects and parent workshops to develop and model ways parents can support their child's learning
- enlist the help of parents with home activities designed to reinforce work in school.

7. Monitoring and review

This policy is monitored by the governing body, and will be reviewed on a 2 year cycle, or earlier if necessary.