ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

River View Primary & Nursery School

This policy will be monitored regularly and evaluated so that it remains responsive to current issues.

DOCUMENT CONTROL	
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RIVER VIEW PRIMARY SCHOOL

This policy supports the following rights, taken from the United Nations Convention of rights of the child (UNCRC)

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.
Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.
Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country)
Article 22- All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country)
Article 29 – Every child's education must develop their talents and abilities.
Article 30 - All children have the right to practice their own culture, language, and religion or any you choose.
Article 31 – Children have the right to have fun in the way they want to, whether by playing sports, watching films, or doing something else entirely. They have the right to rest, too. Children should be able to take part freely in cultural activities.

Equality Impact Statement:

Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, gender identity, race, religion or belief and sexual orientation.

At River View Primary and Nursery School we recognise and value our children's and families' home language, background, and the valuable contribution that children who speak English as an additional language bring to our school. Within family homes various languages are spoken. We recognise bilingualism or multilingualism as a strength, and we respond positively to a child's ability to speak other languages by building on knowledge of other cultures and languages. We believe that cultural and

linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our ethos, values and curriculum. We promote language awareness across our school.

We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act.

Aims and Objectives:

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our children for whom English is an additional language in terms of learning and success.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of standard English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages, cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

Key Principles:

To provide effective and personalised teaching and learning through early identification of children's needs.

Roles and Responsibilities:

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our learners with EAL from succeeding and reaching their potential.

The Deputy Headteacher for Inclusion (Gemma Simpson), is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Liaising with the teaching staff to identify and support children who are learning English as an additional language.
- Support teaching staff in assessing the children's level of language where necessary on arrival.
- Managing and auditing resources to ensure effectiveness for class work.
- Monitoring the progress of pupils learning English as an additional language.
- Liaising with the Minority Ethnic Achievement Service in order to provide the best support for each child.

All staff will develop children's spoken and written English by:

- Planning and delivering lessons that address the specific needs of children with English as an additional language using strategies such as pre-teaching and promoting key vocabulary using the Word Aware approach.
- Ensuring that vocabulary work covers the technical e.g. language of problem solving, as well as the meaning of everyday words.
- Modelling speaking and listening styles and the ways in which they are used for different purposes across a range of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support writing.
- 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.

Teaching and Learning:

All staff have high expectations of all children. We understand that children who are learning English as an additional language are no exception and that their cognitive ability is in advance of their spoken English.
All our children who are learning English as an additional language have the right to access the National Curriculum and are therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.
We also encourage the use of children's home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

Effective teaching strategies

- Lessons have clear learning objectives and use appropriate materials and support to enable learners to participate.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. word mats, talk frames, writing frames.
- Using accessible texts and materials that support pupil's language/cultural needs e.g. bilingual books/artefacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, e.g. google translate
- Use of buddy system.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- Use of working walls to support learning of key vocabulary and key concepts.

- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, adapted activities, key word lists.
- Using home or first language where appropriate and if possible. Pre-teach vocabulary sent home with a visual representation and the word in both English and the child's home language, to help develop home school links and encourage parental support.
- Pupils with EAL, who have SEND needs, are assessed in their home language where possible. This will identify whether difficulties are around their SEND need or their level in acquisition of English.

Curriculum Access:

All children in our 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 but may have extra support linked to their class work from a Learning Support Assistant where targeted support is required.
- The progress of children will be regularly assessed and the results and any concerns shared with the class teachers and SENDCO.
- The Deputy Headteacher for Inclusion and the Headteacher work together to ensure that good practice is maintained across the school regarding the teaching and learning of EAL children.

The Early Years Foundation Stage:

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language 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 class support, where possible, to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.
- Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

EAL Definitions of Development: (According to the Bell Assessment)

- New to English [Code A]: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

- Early acquisition [Code B]: May follow day-to-day social communication in English and participate in learning activities with support.
  Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

- Developing competence [Code C]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

- Competent [Code D]: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure.
  Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

- Fluent [Code E]: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Admission of EAL/New Arrival Pupils:

At River View Primary and Nursery School, we collate as much background information as possible, including:

- Country of origin
- Date of entry into the UK
- Previous schooling
- Pupil's first language
- Other languages spoken at home
- Religion
- Health issues
- Links with other pupils within the school.

Integration of EAL/New Arrival Pupils:

- When a new child arrives in our school with little or no English the classroom environment can be a frightening place to be. Therefore, to create an environment that feels safe, welcoming and stress free; where possible, the child will be given support by other children who share the same home language.
- An in-class buddy system is set up by the class teacher. Buddies are used to support the new pupil in their first language (where possible) in class, at break times and around school. If this is not possible, a child's buddy will be someone who is a good role model to help develop their English.

Home School Links:

- We provide a welcoming admission process for the induction, assessment and support of EAL/new arrival pupils and their families/carers.
- We take account of parents /carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.
- We aim to work closely with members of the wider community to support our children for whom English is an additional language.