



# **EAL Policy**

Harefield Infant and Nursery School

October 2013

# **Harefield Infants EAL Policy**

## **1 Introduction**

All pupils need to feel safe, accepted and valued in order to learn. 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 is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

## **2 Aims and Objectives**

Harefield Infants prides itself in being an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. This policy aims to raise awareness of the school's commitment to improving the planning, organisation, teaching and assessment procedures that are in place to meet the needs of pupils who have English as an additional language (EAL).

## **3 Context of the School**

Harefield Infants has a growing amount of children with English as an additional language. Information is gathered about the:

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

A member of staff is nominated to have responsibility for EAL provision.

## **4 Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to have access 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 attentions 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.

- 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 for up to ten years.
- 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

## **5. Assessment**

- EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- Where it is considered that a child's first language could be used more effectively to assess knowledge and understanding, then the school may seek to use a language service.

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## **6. Planning, Monitoring and Evaluation**

- Targets for EAL Pupils are appropriate, challenging and reviewed on a regular basis
- Where needed planning for EAL pupils incorporates both curriculum and EAL specific objectives
- Staff regularly observe, assess and record information about pupils' developing use of language.
- Staff take account of the linguistic, cultural and religious backgrounds of families when planning the curriculum.

## **7. Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary uses of language, forms of text are identified.
- Enhanced opportunities are provided for speaking and listening including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, alternative phrasing, modelling, and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames

## **8. Special Education Needs and Gifted and Talented Pupil**

- Most EAL pupils needing additional support do not have Special Educational Needs.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to the school's Gifted and Talented provision

## **9. Parental and Community Involvement**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language where possible.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

**Signed:**

**Date: 17-10-13**

**Policy will be reviewed in two years**

**Date: October 2015**