



Discovery Primary School **English as an Additional Language (EAL) Policy**

Introduction

Purpose:

The purpose of this policy is to describe our practice in supporting pupils who have English as an additional language and the principles upon which this is based.

Aim(s):

The aim of this policy is to help ensure that we meet the full range of needs for those children who are learning English as an additional language by having full access to the curriculum.

Principles/ values:

This policy is based on our commitment to improve spoken language, reading and writing of English of children who are learning English as an additional language.

- “ To provide newly arrived pupils with a safe welcoming environment.
- “ To gather accurate information about pupils’ backgrounds and educational experiences.
- “ To use School, County and Government resources effectively to raise the attainment of children for whom English is an additional language.
- “ To identify and make maximise opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English.
- “ To encourage and enable parental support in improving children's attainment.
- “ To ensure that children can see their languages, culture and identity reflected in their classrooms and the wider school. Each month we celebrate Language of the Month – a language spoken at our School.

Equal Opportunity:

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Discovery Primary School actively promotes British Values and supports the Prevent duty throughout its teaching and learning, inclusive of this policy.

Consultation:

This policy was written by Asta Tapera, EAL Co-ordinator, in consultation with:

- Teaching staff.
- Parents – via school website.
- Governors – full governing body meeting.

Sources and references:

- National Curriculum statutory guidance.
- The Prevent duty – Department for Education.
- The Key.

Planning:

- Planning for EAL learners incorporates both curriculum and English language development.
- Staff regularly observe, assess and record information about pupil's developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching:

- “ 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, structures and text types 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, sentence frames, substitution tables, use of gesture.
- “ Additional verbal support is provided, e.g. repetition, modelling, peer support.
- “ Use is made of collaborative activities that involve purposeful talk and encourage 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.

Organisation:

DPS promotes inclusive classroom ethos and all the EAL pupils learn with their peers in a mainstream classroom. However, they may be occasionally withdrawn for short pre- and post- teaching sessions planned by the teachers to accelerate their progress.

Most EAL pupils needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to school's SEN provision.

If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Homework/parent partnership:

Staff strive to encourage parental and community involvement by:

- “ Providing a welcoming introduction, including admission interviews and review meetings, for newly arrived pupils and their families/carers.
- “ Using plain English, 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 the first language.

- “ Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Resources:

EAL learners have access to appropriate materials such as dual language text books, dictionaries and key word lists. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, ICT and story props).

Mrs Tapera is responsible for the additional EAL support resources (e.g. story sacks, phonics fans, dual language books, language games, talking pens, bilingual and picture dictionaries). These resources are stored in the EAL Room and they are available to all staff.

Assessment:

- All EAL learners are entitled to assessment against the EYFS profile or National Curriculum bands/age related expectations.
- EAL learners operating below National Curriculum Band 1 are assessed against A Language in Common level descriptors (Step 1 and Step 2).
- Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and analysis of language samples.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition (e.g. progress tests). Initial assessments, including the first language assessment, will be carried out with regards to the newly arrival's education background.
- Each class teacher has an EAL folder (orange) and all the relevant information regarding the EAL should be stored as required by the EAL Co-ordinator.

Monitoring and evaluation:

The governor with the responsibility for EAL is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

Other documents and appendices:

The EAL policy should be read in conjunction with our policies for curriculum, learning and assessment.

There is one appendix to this policy:

Appendix: DPS Induction and assessment guidance for newly arrived pupils

Reference other policies

- *British values*
- *SEN policy*
- *Equal opportunity*

Governor approval and review dates:

This policy was approved by the full governing body in March 2016. It is due for review in January 2018.

Appendix

Discovery Primary School

Induction and Assessment Guidance for Newly Arrived Pupils

Rationale:

All newly arrived pupils receive the same welcome and induction into the life of their new school, DPS. Core agreed procedures are in place for all newly arrived pupils, but some additional procedures may be necessary in order to ensure pupils and families from Minority Ethnic background have the same access to information and support as all other parents/carers and pupils at DPS.

At Discovery Primary School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.
- Welcome new arrivals with a whole school approach.
- Positively reflect the new arrival's language and culture throughout the school environment.
- Build partnerships with parents/carers as an essential element of working with the newly arrived children.

Key elements of Induction and Assessment Guidance for Newly Arrived Pupils:

- Preparing for the new arrival.
- Settling the new pupil in school.
- Gathering evidence for summative assessment.

Preparing for the new arrival

New arrivals to Discovery Primary School will be inducted according to the actions in the flow chart below.

New arrivals induction flow chart

Parents receive letter from Admission Team at Peterborough City Council offering a place at our School.

School office arranges date for parent/carer to meet EAL Co-coordinator or Bilingual Teaching Assistant for parent/carer interview and tour of the school. Date set for pupil starting school.
If necessary, arrange interpreting support for the meeting/interview.

Inform class teacher of pupil's name and start date. Ensure teacher's checklist for induction of newly arrived pupils is available in classroom (EAL folder).

Conduct parent interview on agreed date. Issue school prospectus and Welcome booklet in first language if available.

Take pupil and family on tour of school, explain uniform requirements, school meals, arrangements for trips, equipment, photographs and PE requirements etc. (using visual aids as necessary).

Introduce pupil/family to class teacher. If it is convenient, introduce pupil to new classmates. Explain school routine, homework and assessment process to parents while *interpreter is still available.*

Pass Pupil Profile information to class teacher.

Pupil starts school.

After 2-3 weeks, review meeting with the EAL Co, class teacher, parents/carers and the child.

Settling the pupil into school

Once the pupil has been admitted to school and the teacher's checklist has been completed, the following actions will be undertaken.

- Pupil to be grouped with supportive role models.
- Pupil to begin to be observed in class.
- If it is necessary, a timetable to be established for any intervention activities needed for personalised learning.
- Initial assessment to be carried out and initial targets to be given to the class teacher.
- Teachers will consult and use strategies to ensure the pupil access the curriculum.

Summative assessment.

- Early Years practitioners should take into account, if at all possible, the entitlement to assessment in the first language when making judgements of the new pupil against the Early Years areas of learning and development.
- Ongoing assessment will take place in order to make a judgement about the National Curriculum bands the pupil is operating at, in English and Maths. EAL learners operating below National Curriculum band 1 are assessed against A Language in Common level descriptors (Step 1 and Step 2).
- During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should be primarily obtained from pupil's responses to class work. This must include gathering evidence from the Initial Assessment (Spoken Language, Reading, Writing and Maths) and the First Language Assessment. Staff will consider all evidence available e.g. observations, evidence from workbooks (English, Maths, Science, Topic), dual language texts and any written/spoken work to check their ability in English.
- Summative assessment should ensure that pupil is placed on National Curriculum bands/Early Years areas of learning and development or pre-national Curriculum descriptors within six weeks of starting school. Monitoring progress should then become part of the mainstream school tracking cycle in line with existing school policies.
- Pupils who do not make expected progress onto National Curriculum bands may need additional investigation into their individual needs, initially through the school SENCO and then in consultation with outside agencies.