



Redlands Primary & Nursery School

EAL Policy

Member of staff responsible: W Abraham

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At Redlands Primary and Nursery School we encourage and expect all our pupils to achieve the highest possible standards and to fulfil their potential. We aim to do this by treating each child as an individual, taking account of their life experiences and their particular needs. A number of our pupils have particular learning and assessment requirements which are linked to their progress in learning English as an additional language.

It is important that we remember that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

Aims and Objectives

- To promote and encourage the development of the children's first languages in order to facilitate concept development in line with their acquisition of English
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate
- To use key visuals and other strategies to support children's access to the curriculum
- To actively liaise with parents to help them to support their children's learning
- To facilitate parents' access to school life by providing dual language information and bilingual support and to monitor parental involvement
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified
- To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners
- 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 ensure that all children's languages, cultures and identities are represented, reflected and celebrated in their classrooms and the wider school.



Roles and responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers.

Teacher responsible for EAL Co-ordination - Mrs W Abraham will:

- encourage the use of appropriate resources in all areas of the school by all staff
- support staff in communicating with parents and aiming to find translators/translating tools where appropriate and possible
- support staff in administering the initial assessment of pupils' standard of English as necessary
- give guidance and support where needed to set targets and plan appropriate work
- monitor standards of teaching and learning of pupils with EAL
- monitor the progress of EAL pupils.

TAs delivering EAL support – Mrs A Jonczyk and Mrs M Soltys:

- will work with the children in Key Stage One and Foundation Stage to assess children's language skills and help staff to prioritise children that need extra English language input in small targeted groups
- to support newly arrived bilingual pupils and deliver language intervention where needed
- to support parents and give them relevant information.



Teaching

Class teachers are responsible for:

- producing effective planning that identifies the key role of all support staff
- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- providing effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, Makaton
- making use of bilingual resources e.g. dictionaries, online support eg Wikipedia, bilingual pupils, texts, key word lists/mats
- making writing frames available, appropriate to tasks
- pre-teach key vocabulary for upcoming topic or theme
- using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical.

Strategies

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's home language; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format
- Allow pupils to use their home language to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.

Integration of new pupils into the school

- All new parents and pupils meet with the Head Teacher and the class teacher they will be joining. This meeting includes a tour of the school and other classes in order to meet other pupils and class teachers. Other members of staff may lead the tour of the school.



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- On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home, details of previous schooling, in the UK and/or abroad, religious and cultural background in addition to other relevant data.
- Class teachers will be advised of new arrivals in advance.
- On the first morning at school, class teachers will clarify procedures such as lining up at start of day and pick up at end of day. Teachers will also assign new pupils a buddy who will support the child throughout the first week [longer if necessary]. The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet etc
- All school staff, including class teachers, teaching assistants and Lunch-Break Supervisors will be made aware of the linguistic needs of new EAL pupils.
- Early Stage EAL pupils in KS1 will be given frequent opportunities to develop their speaking and listening skills. This also allows them to improve their social interaction in an environment where they can choose from a range of child-initiated activities including role play, painting, construction, puzzles, exploring science and materials and more.
- Further support for pupils' language development is provided outside the formal curriculum in the form of assemblies, school clubs, Marzena Singh (Little Language Learners) and community visitors.

Links with Parents and Carers

We value parental involvement and especially their help and support with activities at home. The school will support parents' access to information by providing translations where necessary. We believe in supporting all our parents/carers so that they feel confident about approaching the school with any concerns or queries they may have.