

# St Peter's Catholic Primary School



## English as an Additional Language (EAL) Policy

## **EAL (English as an Additional Language) Policy**

### **Introduction**

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL (English as an Additional language) children. All children need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For children who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, celebrating diversity, emphasising common values and challenging prejudice. Please also refer to school Equalities Policy.

### **Aims of Policy**

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

### **Our School Aims**

As a school, our aims include:

- To promote equal opportunities for all pupils for whom English is an additional language.
- To deliver a broad, balanced curriculum so that the needs of children for whom English is an additional language are met.
- To ensure EAL pupils reach their full potential.
- To plan and teach lesson using learning styles most appropriate to EAL learners.
- To promote home languages across the school, whilst encouraging parents to continue communicating with their child in their home language.
- To monitor the progress of EAL children through termly speaking and listening assessments.
- To support EAL children who are at risk of under-achieving through specific language interventions.

### **Wirral Context**

On the Wirral, EAL pupils come from a variety of backgrounds. Some are from well-established communities while others are new to the language and culture of this country.

Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school. Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.

A few of our pupils may have experienced trauma and this will have an impact on their learning.

### **The Context of our School**

At our school, there are a number of different languages spoken. On entry to the school, information is gathered about:

- Children's linguistic background and competence in other languages.
- Children's previous education experience.
- Children's family and biographical background.

## **Key Principles of additional language acquisition**

- EAL pupils are entitled to access the full curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for 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. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- 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 seven 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 correct 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.

## **Assessment**

- All EAL pupils are entitled to assessments as required.
- We contact the Minority Ethnic Achievement Service (MEAS) and request to visit school to complete assessments of newly arrived pupils or of more advanced learners who are not achieving age related expectations.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the Wirral Profiles for Pupils who have English as an Additional Language.
- Staff have regular liaison time to discuss pupil progress, needs and targets. Pupil Progress meetings are held termly.
- All assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Planning, Monitoring and Evaluation**

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

## **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable EAL pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, grammar, 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, use of gesture.
- Additional verbal support is provided, e.g. pre-teaching, repetition, modelling, 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.

## **Materials**

Our school provides appropriate materials dual language textbooks (can be loaned from School Library Service), dictionaries and key word lists. IT such as Google Translate, films, maps, and story props also give crucial support.

## **Special Educational Needs and More Able Pupils**

- 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 More Able, they have equal access to school's provision.

## **Parental/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.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

This policy to be reviewed on an annual basis by the Governing Body