

EAL (English as an Additional Language) Policy

This policy is a statement of Abingdon Primary School's aims and strategies to ensure that EAL pupils fulfil their potential.

Introduction/Mission statement

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, education against racism, and promoting language awareness.

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.

Middlesbrough Context

- In Middlesbrough, EAL pupils come from a variety of backgrounds. Many are from well-established communities such as Pakistani, 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.
- After English, the main languages spoken in Middlesbrough are Punjabi (0.7%), Urdu (0.7%), Arabic (0.6%) and Polish (0.4%).

Context of school

At our school approximately 85% of pupils are learning English as an Additional Language. The majority of these EAL pupils are third generation children of Pakistani heritage, however another substantial proportion come from families who have more recently arrived in the UK. These children and their families may well have a more limited understanding of the English language. On admission to the school, information is gathered about a pupil's: linguistic background and competence in other language/s; previous educational experience; and family background. A member of staff is nominated to have responsibility for EAL. Currently this Natasha Collins.

Key Principles of additional language acquisition

- EAL pupils are entitled 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 attention 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.
- 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.
- EAL is not recognised as a form of Special Educational Needs.

Assessment

- The Ethnic Minority Team (EMT) may be requested to visit school. They may assess and monitor pupils, and direct support to prioritised pupils.
- Staff regularly liaise with the EAL support staff to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored using a 'Language Acquisition' tracker.
- All children are assessed against the National Curriculum and/or EYFS profile.

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 EAL 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

- The extension of pupils' vocabulary is a priority across the school, and children's are consistently introduced to new words and phrases.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is particularly evident through the use of 'Power of Reading' in literacy.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided when needed to support understanding.
- Additional verbal support may also be provided.
- Opportunities for purposeful talk are carefully planned and staff encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities, ensuring good levels of understanding by pupils.
- Staff scaffold language and learning, for example through talk or writing frames.

Materials

Our school provides appropriate materials for EAL pupils and their families such as dual language textbooks, picture dictionaries, bilingual prospectuses and language based workbooks. There is also access to software to support language acquisition.

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 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.
- helping parents understand how they can support their children at home

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