

## **EAL POLICY**

Reviewed and updated May 2022

‘With Jesus we can **achieve** what we **dream** and **believe**’

School Mission (Spring 2015)

### **Overview**

We are extremely proud of the diverse nature of our school. We celebrate the fact that we have over 35 languages spoken and that there are a large number of bi-lingual and multi-lingual children within St Michael's school. We strive to provide a safe, happy and nurturing environment for all our children in order them to fully access the curriculum flourish on their journey to proficiency of the English Language.

A number of children join the school in various year groups from various parts of the world, for a variety of reasons and with a variety of levels of competence in English. These children are assessed upon entry using the NASSEA EAL Assessment tool. We also consider the background information gathered during the initial intake and other important factors that may impact on the pupil's learning and knowledge; e.g.

- Proficiency and student achievement in first language
- Prior schooling experience
- Trauma due to other factors
- Health, physical and other characteristics that may impact learning
- Involvement of parents and carers
- Family and cultural values

Everything is done to ensure they have settled in well. Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study. In St. Michael's the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

### **Aims/Objectives**

St Michael's is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk from under-achievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. The aim of St Michael's EAL Policy is to ensure that pupils develop the competence to use English confidently as a means of learning across the range of curriculum areas. The main aims are to ensure that all staff including mainstream teachers and teaching assistants are able to:

- Identify and respond to the needs of pupils for whom English is an additional language;
- Support EAL learners and ethnic minority learners effectively in accessing and engaging in the National Curriculum.

The main objectives are to raise the achievement of EAL and ethnic minority pupils and to promote ethnic, cultural and social diversity.

### Strategies

At St Michael's EAL pupils experience full immersion in the language and are taught with the existing year group.

At St Michael's teachers take action to help children who are learning English as an additional language by various means.

### Developing their spoken and written English by:

- ensuring all staff understand the process of language acquisition and the stages that new to English (NTE) learners may go through, including the Silent Period and how best to support these;
- ensuring that we effectively assess the starting points of each individual child and plan for them effectively;
- ensuring that early reading interventions, including phonics, are available to those who need them;
- ensuring that NTE learners are provided with scaffolding to help them access the curriculum (visuals, drama, talking, good role models) and interventions where needed;
- ensuring that vocabulary work covers the everyday (Tiers 1 and 2) as well as the technical meaning of key words, metaphors and idioms (Tier 3);
- displaying, discussing and teaching key vocabulary;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

### Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning alongside scaffolding and support;
- providing support through ICT, video or audio materials, dictionaries and translators and readers;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children

### Curriculum access

All children at St. Michael's follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We do, at times, withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work.

### Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

The role of the EAL Lead is to discuss the induction of a newly arrived EAL pupil with appropriate class teachers and to provide practical guidance on strategies of how to raise achievement. Where necessary he/she will support the teacher in carrying out an initial assessment of the child and continue to track all EAL pupils' progress throughout the school, in discussion with class teachers and parents. The EAL Lead will discuss and advise staff on strategies for supporting pupils beyond the early stages of language acquisition and arrange in-class/small group targeted support for EAL/NTE pupils where necessary.

### At St. Michael's all staff are expected to:

- Have an understanding of the stages of learning a language, including the Silent Period, and utilise these for each child dependent upon that child's stage.
- Assess EAL/NTE pupils on arrival and use this information to plan effectively.
- Place EAL/ NTE pupils with positive English speaking role models on their arrival.
- Promote a learning environment where pupils feel secure enough to use their newly acquired language skills.
- Acknowledge the importance of a child's home language(s) and cultural background.
- Encourage and support the involvement of parents/carers in their children's education.
- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- Ensure pupils feel safe and at ease in the playground through the use of playground buddies.
- Value the contribution made by all pupils.
- Use teaching methods and styles that take account of the needs of EAL pupils from different ethnic groups.
- Ensure planning identifies the language demands of the National Curriculum and provides differentiated learning opportunities matched to EAL pupil's needs.
- Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.
- Use texts to help develop the structure of English and to provide opportunities for discussion.
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning.
- Ensure groupings for EAL pupils provide opportunities to hear and participate with fluent and high achieving English speakers.
- Have high expectations of pupils but be sympathetic to emotional difficulties pupils may be experiencing
- Provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum.
- Maximise opportunities to develop social and personal confidence.
- Use ICT to aid an EAL/NTE pupil's development and achievement.

- Use bilingual resources and teaching aids to develop an EAL child's understanding and confidence with language.
- Make ongoing assessments and keep a record of progress using NASSEA.
- Have an induction file in the classroom to use as a guide.

### Role of the SENCO

- Advising and supporting colleagues in identifying where EAL/NTE pupils may also have additional needs
- Liaising with professionals or agencies
- Day to day responsibility OF the coordination of specific provision to support individual pupils with SEN including EHC plans
- Liaising with parents of pupils with SEN employing the use of a translator when and where needed
- Advising on the graduated approach to providing SEN support
- Being a key point of contact with external agencies, especially the local authority and it's support services
- Working with the head teacher and school governors to ensure that the school meets its responsibilities
- Ensuring that record keeping of all pupils with SEN is up to date
- Ensure resources and support are allocated and maintained to all individual pupils who may need additional support provision
- Review and monitor progress

### Monitoring and Evaluation

The EAL Lead uses all available assessment data to monitor and track progress of EAL/NTE pupils, initially through termly EAL assessments and teacher assessments. These results are used to track and target specific EAL/ NTE children for the following term such as literacy support groups, language enrichment groups and conversational groups. Where necessary, support for pupils entering the KS2 SATs will be sought in accordance with the STA guidelines.

### This is achieved through:

- Collecting information about all EAL pupils, which includes basic background details including home language and stage of English language acquisition.
- Monitoring the progress of the EAL/ethnic minority pupils by analysing attainment data from termly teacher assessments, in consultation with the literacy and numeracy co-ordinators, and also RWI and Maths standardisation assessments as well as NASSEA data.
- Using the data to set priorities and to strategically plan to meet the needs of groups of underachieving pupils.
- Monitoring of the use of LEA funded support.

- Using feedback from schools, parents/carers, minority ethnic groups, Ofsted reports and other agencies.

**Date Approved by Governing Body: 24<sup>th</sup> May 2022**

**Chair Governors: Jeanette Riley**

**Headteacher: Alyson Rigby**

**Next Review Date: May 2024**