Hill Farm Primary

English as an additional language (EAL) Policy

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Policy approved by	Ruth Winters
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Introduction/ Rationale

At Hill Farm, the teaching and learning, achievements and well-being of all our children is of the utmost importance and we strive for all children to achieve the highest possible standards. With almost half of our pupils learning English as an additional language, we are aware that these children may have particular learning and assessment requirements linked to them being at various stages of acquiring English. We also recognise that, although communication may be a barrier at times, these children have similar skills and knowledge as our monolingual English-speaking children. Thus, to promote equality of access to our school's curriculum, we are dedicated to identifying each child's individual needs so appropriate and effective provision of teaching and resources can be offered. We celebrate that we have so many children able to speak more than one language and advocate the importance of children valuing their home language and background.

Aims

The National Curriculum secures entitlement for all pupils, including those learning English as an additional language, to have access to the teaching of a wide range of subjects, skills and knowledge. The aim of this policy is to ensure that EAL learners can access all areas of the curriculum by ensuring that we meet their full range of needs. This is in line with the requirements of The Equality Act 2010 and The Race Relations Act 1976 (Amendment 2003). As a school we aim to:

- provide a warm and welcoming environment which will encourage EAL pupils to participate fully in all areas of school life
- value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils
- have high expectations of all EAL pupils
- provide an inclusive curriculum
- plan and teach lessons that match the differing needs of EAL learners
- support the development of oral and literacy English language skills to become fluent English speakers, readers and writers as quickly as possible
- routinely assess and monitor pupil's progress and achievements, and to provide additional support as needed
- celebrate pupil's achievements in school as well as in extra-curricular activities
- encourage and enable parental involvement to support progress and attainment

Key Principles

The key principles underpinning this policy are:

- EAL pupils take up to 2 years of English-speaking education to develop basic interpersonal communication skills, allowing children to interact socially and informally
- EAL pupils take approximately 5 – 7 years of English-speaking education to develop cognitive academic language proficiency, allowing children to fully understand and discuss academic content
- Language development occurs most effectively through a nurturing, in-class immersion rather than segregated intervention. However, interventions can be beneficial when used for short periods of time
- EAL students are not low ability pupils and should be carefully placed with high quality English speaking role models
- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language throughout their time at Hill Farm.

Language Acquisition

Band A. New to English - A child at this stage needs significant support to access the curriculum. A child may:

- use first language for learning and other purposes
- remain silent in the classroom
- copy/repeat some words and phrases
- understand some everyday English expressions but have minimal or no English literacy
- follow day-to-day social communication in English
- begin to use spoken English for social purposes
- understand simple instructions and follow narrative/accounts with visual support
- develop some skills in reading and writing
- become familiar with some subject specific vocabulary

Band B. Early Acquisition - A child at this stage requires some support to access the curriculum.

A child may;

- participate in learning activities with increasing independence
- express themselves orally in English but structural inaccuracies are still apparent
- require ongoing support in literacy, particularly for understanding text and writing
- follow abstract concepts and more complex written English

Band C. Developing Competence - A child at this stage needs support to access subtle nuances of meaning, to refine use of English, and to develop abstract vocabulary.
A child may:

- have a well-developed understanding of oral English, allowing successful engagement in activities across the curriculum
- read and understand a wide variety of text
- lack complexity in written English
- demonstrate evidence of errors in grammatical structure

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Band D. Competent
A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as their first language. They may still make grammatical errors and need support to develop their linguistic skills.

Band E. Fluent
A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Roles and Responsibilities

An EAL lead is appointed in school and will:

- monitor standards of teaching and learning of EAL pupils
- liaise with class teachers to identify and support EAL pupils
- analyse relevant school data for improvement purposes
- implement and monitor EAL induction pathway
- consult with external agencies as required
- plan and deploy effective support and monitor its effectiveness
- manage resource materials and equipment to ensure sufficiency and adequacy
- develop and advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- develop and maintain assessment procedures
- work in partnership with families of EAL pupils to make links between home, school and the local community

Class Teachers will:

- follow induction pathway
- plan and teach an inclusive curriculum to meet needs of EAL pupils
- accurately assess EAL pupils
- attend CPD in relation to pupils with English as an additional language
- seek support from EAL Lead when needed

Teaching and Learning/ Curriculum Access

All children at Hill Farm Primary School 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. Teachers employ various teaching and learning techniques and strategies to help those children who are learning English as an additional language achieve their full potential. The key principle underpinning all lessons is communication. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are integrated and developed through a meaningful total experience.

We achieve this by:

- identifying key vocabulary across the curriculum in planning and pre-teaching it where possible
- creating a language rich environment by displaying key vocabulary around the school
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- providing a range of reading materials that highlight the different ways in which English is used
- planning a wide range of effective talking opportunities, particularly to support with writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- using a child's home language where possible to support with learning of English
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through digital technology, video or audio materials, dictionaries and translators
- encouraging newly arrived EAL pupil works in collaborative groups or pairs
- use as many visual prompts as possible in daily lessons
- plan a wide range of opportunities for kinaesthetic learning (hands on learning) such as role play, games and visits

Assessment and Monitoring

All EAL pupils are assessed within the first 6 weeks of their arrival to identify each child's current abilities and understanding in English and their home language. Class teachers liaise closely with the EAL Lead and other members of SLT to identify and address needs identified in these assessments. The EAL Lead closely monitors language acquisition and collates intervention groupings using Flash Academy assessment framework to help address identified needs. All EAL pupils are then assessed termly in line with the school's assessment procedures. The progress of each EAL learner is discussed in half-termly pupil progress meetings to support in identifying gaps in learning and next steps to address these. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Ongoing monitoring of the planning and provision for EAL pupils takes place by the EAL Lead and members of the Senior Leadership Team. This is undertaken through lesson observations, book scrutinies, planning looks and the collection of pupil voice across the curriculum. All members of staff receive professional development in meeting the needs of

EAL pupils within the ongoing cycle of school INSET and through specific CPD activities staff skills.

Parental and Community Partnership

In order to create effective relationships with parents of our EAL pupils, and encourage parental and community involvement we will:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- ensure shared knowledge and support via review meetings and parent evenings (with use of translators where possible).
- celebrate and acknowledge the achievements of EAL pupils
- identify linguistic, cultural and religious background of pupils and establish contact with the wider community
- utilise Language Ambassadors to support newly arrived parents

Appendix 1

How do we support New Arrivals?



Prepare – Prior to admission:

- Gather information from the learner and parents.
- Arrange a tour for the new pupil and parents / carers with first language support where possible.
- Provide information for the parents, e.g. homework
- Agree a start date and organise an initial timetable



Alert – Before the pupil starts:

- Organise a Language Ambassador for class and break times if required.
- Ensure EAL resources are available for the child to use– Flash Academy, visuals, iPad.
- Make essential arrangements, e.g. PE kit and Free School Meals eligibility.



Welcome – The first days:

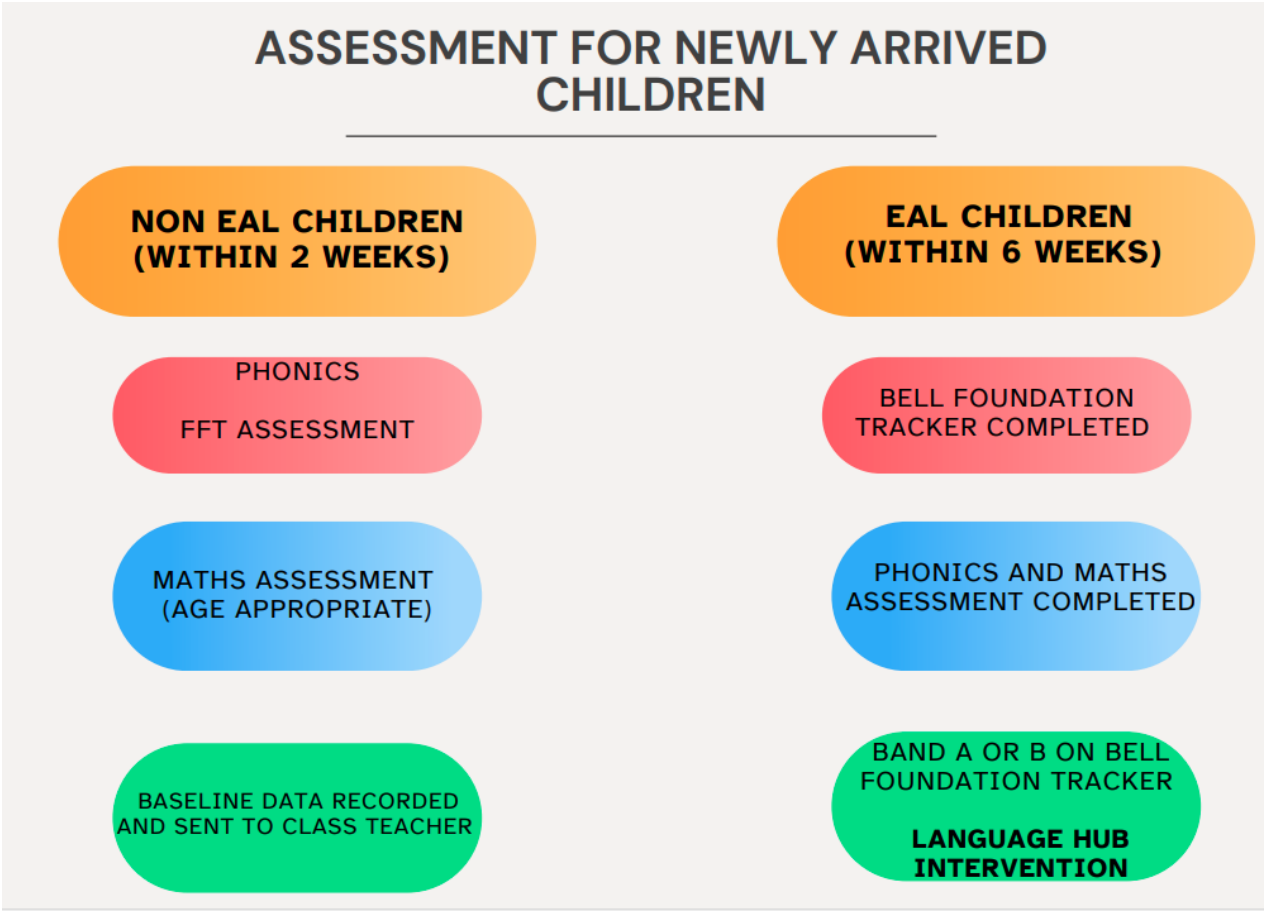
- Greet new arrivals and take them to class
- Introduce them to their Language Ambassador Buddy
- Check they have food, drink and activities organised for lunch time
- If necessary, provide visual language fan and 'I'm learning English' badge so they can ask for and receive support around school.
- Regularly check in with child.



Support – The first weeks:

- Follow flow chart.
- EAL lead to action further support.

Appendix 2:


ASSESSMENT FOR NEWLY ARRIVED CHILDREN
NON EAL CHILDREN (WITHIN 2 WEEKS)
EAL CHILDREN (WITHIN 6 WEEKS)
PHONICS
FFT ASSESSMENT
BELL FOUNDATION TRACKER COMPLETED
MATHS ASSESSMENT (AGE APPROPRIATE)
PHONICS AND MATHS ASSESSMENT COMPLETED
BASELINE DATA RECORDED AND SENT TO CLASS TEACHER
BAND A OR B ON BELL FOUNDATION TRACKER
LANGUAGE HUB INTERVENTION