



EAL POLICY

WORDSWORTH PRIMARY SCHOOL

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At Wordsworth we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupils' needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

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

Introduction

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, and education against racism and promoting language awareness and inclusion.

What is EAL (English as an Additional language)?

It means English as an additional language, that is when a pupil speaks a home language other than English. EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'. This includes, for example:

- New arrivals from abroad who speak little or no English
- Children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages
- Young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.

Advanced bilingual learners are defined as 'pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.' Ofsted 2005



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 aim is for the pupil to become fluent in speaking, reading, writing and understanding English and to access the school Curriculum as fully as possible.

We aim to achieve this by:

- ◇ Providing a welcoming environment in which pupils will learn most effectively
- ◇ Providing appropriate and personalised support for all pupils with EAL
- ◇ Plan and teach lessons using learning styles most appropriate to EAL learners
- ◇ Provide an inclusive curriculum
- ◇ Monitor pupils' progress regularly
- ◇ Ensure pupils are making progress and are able to access the school curriculum
- ◇ Support pupils who are at risk of under achieving
- ◇ Celebrate pupils' achievements in class

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

The Role of the EAL Co-ordinator

- ◇ The EAL Co-ordinator will work closely with the Admissions Officer to welcome new EAL children and their parents to Wordsworth
- ◇ The EAL Co-ordinator will work with groups of identified pupils with EAL to directly support them in the acquisition of English
- ◇ The EAL Co-ordinator will support class teachers and support staff to meet the needs of children newly arrived from overseas
- ◇ The EAL Co-ordinator will liaise with the Inclusion and Safeguarding Teams
- ◇ The EAL Co-ordinator will assess individual children at the request of the Class Teacher



Starting school

We follow a 'New Arrival' induction procedure for all children joining the school. **Appendix 1** sets out the schedule for induction, support and assessment for EAL pupils.

Every class in school from Year Reception to Year 6 will have appointed class buddies who will help new pupils settle into school by showing them around the school, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. A welcoming environment in class helps the pupil settle in quickly and our staff work with new arrivals to ensure they are settling into school life smoothly.

The EAL Co-ordinator will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival. **(See Appendix 2).**

'New Arrivals' from overseas

We define 'new arrivals' as children who have not had a consistent education in this country for the past year.

Most new arrivals have English as an additional language needs. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum. They will be assessed following the criteria and timescales set out in **Appendix 1**.

Children transferring from other UK educational settings

Children transfer from other educational settings throughout school. Information will be sought from the previous school to support transition and settling in. This will include any relevant information or assessment relating to EAL.

Children with previous experience of UK educational settings may still be at the early stages of English language acquisition or be advanced bilingual learners. They will be assessed following the criteria and timescales set out in **Appendix 1**.

Children starting school for the first time

Some EAL children have been resident in the United Kingdom for all or most of their lives. They have varied levels of English language skills from none to advanced bilingual learners. EAL children starting school for the first time will be assessed following the criteria and timescales set out in **Appendix 1**.



Assessment

New EAL children will be assessed within the first half term of starting, regardless of their previous exposure to English. If a child is working below the expected standard for their age group, the class teacher will use the EAL Assessment framework.

Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils' progress termly, using National Curriculum expectations and the EAL Assessment framework. Additional support can be provided using class Teaching Assistants.

- ◇ Summative assessments will be made in line with the school's academic assessment timetable
- ◇ Staff have regular liaison time to discuss pupil progress, needs and targets.
- ◇ Progress in the acquisition of English is regularly assessed and monitored by the EAL Co-ordinator or Class Teacher using the EAL assessment framework
- ◇ 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.
- ◇ Further support can be found in Excellence and Enjoyment: learning and teaching for bilingual children in the primary years (Teacher Share/EAL).
- ◇ All EAL pupils are entitled to assessments as required.
- ◇ EMAS Portsmouth may be requested to visit school following a period of time where the EAL Co-ordinator has tracked progress and has concerns. They will visit to assess pupils and give further support and guidance to staff.

If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the EAL Co-ordinator needs to be alerted and will make provision for an 'in depth' assessment of the pupil's **home language** to be made to establish whether or not the pupil is experiencing learning difficulties.



Planning and Teaching

- ◇ 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.
- ◇ Teachers are responsible for planning tasks to ensure effective use of Teaching assistants to support EAL children.
- ◇ Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- ◇ Key language features of each curriculum area, e.g. key vocabulary, uses of language, 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. 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.
- ◇ Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- ◇ Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books or dual language words.
- ◇ Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.
- ◇ Plan opportunity for the child to have a pre-teach or consolidation on a 1-1 basis.

Resources

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences, resources will include:

- ◇ Multi-lingual signs and posters around the school and classrooms.
- ◇ Displays of languages.
- ◇ Language and vocabulary games.



Success Criteria for this Policy:

- ◇ Pupils feel confident and happy.
- ◇ Pupils acquire English language skills swiftly and become confident in their use of spoken and written English
- ◇ Over time pupils achieve on a level with the monolingual pupils.
- ◇ Staff feel confident in supporting the needs of EAL pupils.
- ◇ Pupil data is accessible and manageable.
- ◇ Parents are happy to approach the school.
- ◇ The school environment reflects and celebrates the multi-lingual nature of the pupil population.

Monitoring this Policy

- ◇ All staff are responsible for implementing this policy.
- ◇ The EAL Co-ordinator and Senior Leadership Team will collect and analyse EAL data.



Appendix 1 **New EAL pupil induction and assessment**

Identification	<p><u>Initial visit</u></p> <p>Family invited to school for an initial visit</p> <p>New pupil induction process commenced</p> <p>Parents/carers informed of school requirements</p> <p>Parents and pupil are given a tour of the school and introduced to the EAL Co-ordinator.</p> <p>Parents and carers are informed of the pupil's start date.</p> <p>Parents are given a Welcome to Wordsworth pack to take home.</p>
Preparation	<p><u>Preparing for new pupil starting</u></p> <ul style="list-style-type: none"> • Use information gained from pupil / parent visit to prepare relevant resources, to include e.g. early language support pack (picture/word fans, basic word books, vocabulary mats) and additional support. • Talk to the class about the arrival of a new pupil. Select pupils to be 'buddies' and ensure that they know what their responsibilities will be. • Ensure staff are aware of new pupil and home language. • Identify any other pupils or families with the same home language. • Visual timetable developed for pupil (where appropriate) • Bilingual translating device available for classroom use where appropriate.
Initial assessment and support	<p><u>First week</u></p> <ul style="list-style-type: none"> • Use Early Support Strategies Checklist to plan provision for the EAL pupil (Appendix 2 – 1b) • Initial assessment carried out at the end of the first week to assess how well the pupil is settling into school (use Early Success Criteria – Appendix 2 – 1a) • Observations of learning across the curriculum. <p><u>First month</u></p> <ul style="list-style-type: none"> • Early Success Criteria revisited to assess how well the pupil has settled (Appendix 2) • Set language targets for the learner or, if relevant, develop an individual support plan. • Identify and implement specific interventions where appropriate – e.g. pre-teaching sessions, guided writing sessions, talking partners, etc.
Assess	<p><u>First half term</u></p> <ul style="list-style-type: none"> • At the end of the first half term, update the assessment grid. • Assess new pupils' progress. Consider the following – progress against targets, social interaction and any further support needed. <p><u>On-going</u></p> <p>Devise new targets if appropriate and plan targeted interventions to plug gaps and help children acquire language.</p> <p>If progress is being made in the expected timeframes, continue the process.</p> <p><u>Concerns</u></p> <p>If limited or no progress has been made, refer to the SEN process and discuss the pupil at the next SEN Review meeting.</p>



Appendix 2

1a

Success criteria for new EAL pupil

By the end of the first week the pupil is:	Yes	Not yet	By the end of the first month the pupil is:	Yes	Not yet
Relaxed and happy.			Coming to school happily		
Beginning to follow some classroom routines/conventions.			Relaxed and happy in school.		
Familiar with arrangements for school meals.			Following daily class routines.		
Familiar with location/use of classrooms and toilets.			Initiating contact (verbal or social) with teacher/other adults.		
Beginning to interact socially with peers.			Setting to task in the classroom.		
Comfortable using home language in school.			Playing/interacting with others at break time.		



Appendix 2

1b

Supporting newly arrived learners– A checklist for Supporting the emotional and social needs of the newly arrived pupil with EAL

- ◇ Utilise peer support. Recruit five ‘buddies’ (one for each day of the week) and a ‘circle of friends’ who will help the newly arrived pupil to become familiar with the layout of the school and routines. They will help the child to feel included at lunch time as well as in class activities.
- ◇ Teach the class to say ‘hello’ using the new pupil’s language and learn to say his/her name correctly.
- ◇ Introduce basic ‘survival language’ (toilet, hungry, thirsty etc.). A few illustrated cards can be useful.
- ◇ Ensure all staff know about the needs of the new pupil.
- ◇ Understand that the pupil may have a silent period of up to several months. They may seem unresponsive, but a great deal of absorption of language and learning will be going on.
- ◇ Understand the pressures and changes that the beginner is experiencing e.g. culture shock.
- ◇ Integrate the pupil into regular school and class activities. Give some responsibilities e.g. giving out books.
- ◇ Participation can take many forms. Don’t worry if a pupil does not want to join in actively at first. Invite the pupil to join in practical activities and try to ensure they have something to do which is relevant to the lesson.
- ◇ Behaviours can be culturally influenced. Some pupils may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don’t understand what you are saying. They may stand closer or further away than you or other children are accustomed to.
- ◇ Recognise that there may be differences in attitudes to food, in eating styles and preferences. The child might not be used to eating with anyone outside their family.
- ◇ Be sensitive about inappropriate behaviour e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.
- ◇ It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need regular short breaks from concentration throughout the day.



- ◇ Show interest in the pupil's country of origin. Give their culture recognition in any way you can.
- ◇ Value, use and display first language wherever possible.
- ◇ Encourage interaction with speakers of the same language in the school and at home (a secure first language reflects in any additional language learned).
- ◇ Recognise that the beginner may have a greater ability or understanding than he/she is able to demonstrate, which can be frustrating for pupil and teacher.
- ◇ Maintain contact with the parents. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- ◇ Ask parents and members of the community to provide first language resources e.g. labels, pictures, recordings of music or stories. Invite them into school to read dual language books. Some resources are also available from EMAS Portsmouth which you can find in Teacher Share – 37 EAL – Memory stick EMAS Resources.
- ◇ It is important to avoid overgeneralisations and stereotyping of pupils and their families. Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities and things we hold in common.
- ◇ Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.