Church Aston Infant School

English as an Additional Language Policy

March 2019

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Introduction

In Church Aston Infant School the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. This policy details our arrangements to recognise and meet the needs of pupils who are learners of English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of our school. We are aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

Throughout this policy, and in other related policies and documents, these pupils are referred to as "EAL pupils."

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Aims

- For all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- To be proactive in removing barriers to achievement of EAL learners.
- To meet our responsibilities to our EAL learners by ensuring their equal access to the curriculum and other educational opportunities.
- To provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.

Objectives – School

- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in end of Key Stage assessments.

Objectives – Pupils

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.

- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils. EAL pupils are not a homogeneous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs and styles. The multilingualism of our EAL pupils enriches our school and our community. Having a home language other than English is not a "learning difficulty". 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.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work has responsibilities that include:

- Bringing the presence and needs of current EAL pupils to the attention of colleagues
- Responding to requests for information about EAL pupils
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining an EAL register.
- Monitoring EAL data and assessing progress.
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL pupils.

Admitting New Pupils

'All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school. They need to know that they are valued and that they belong even if their stay in your school is short. They need to have their bilingualism (and sometimes multilingualism) recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development in English. It is important that they are made to feel part of normal lessons and learning environment as soon as possible in order to not to experience marginalisation and exclusion.

We follow the school's normal admission procedure which includes the collection of the following additional information. We normally attempt to contact previous schools or pre-school setting. Parents, as the first educators, are an important source of information. Practitioners may need to help parents understand that a child's home language development will help them learn English. Parents also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting. Parents/carers and pupils are taken on a tour of the school and

introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

Pupils who are EAL are identified upon starting the school and a member of staff from the Telford and Wrekin Multicultural Development Team will visit the school to make an initial assessment. Where possible this member of staff will speak the child's home language to ensure that EAL pupils are assessed in their first language where possible and to ensure the accurate identification of SEN. This visit will take place within six weeks of the pupil's arrival in school. A written report will indicate targets and provide strategies for staff to use with the pupil. It will also indicate appropriate resources that will support the pupil.

EAL pupils:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible i.e. with their intellectual/academic equals

At Church Aston Infant School we plan for and provide appropriate stimuli for language development. With appropriate support we encourage EAL pupils to use English by generating opportunities for active participation in lessons e.g. use of talk partners.

We are very aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with and therefore offer support to help pupils. Language is central to our identity. Teachers have access to A Language Acquisition Timeline which can help track progress in communication. Teachers are aware of the importance of pupils' home languages and build on their existing knowledge and skills. They teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.

Teachers need to provide good language role models for social interaction in learning activities. They will ensure that there are effective opportunities for talking, and that talking is used to support writing.

The environment needs to be secure and should promote language development in order to help all pupils become independent learners.

All adults will support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc.) genre features and characteristics.

Resources

Resources on which reading and writing activities may be based are monitored for cultural accessibility. A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, writing frames, key word lists, bilingual dictionaries, computer software, etc.

Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons are used wherever possible. Key vocabulary is displayed for all children to access.

EAL Assessment, Record Keeping and Information Transfer

We carry out ongoing recording of attainment and progress in line with agreed school procedures for all children, monitoring the progress made at least half termly, then highlighting children in need of targeting for focus support. All relevant information is disseminated to teaching staff or to other schools. Assessment materials use images and texts which are appropriate for all pupils.

Within the EYFS profile, the Early Learning Goals (ELGs) for communication and language and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including the child's home language and English.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning:

- their environment must reflect their cultural and linguistic heritage
- their learning be supported by a wide range of stimuli and experiences

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing opportunities for parents/carers to be involved in their child's learning.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening

- Additional verbal support-repetition, alternative phrasing, peer support
- Opportunities for role play
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities.
- Pupils can be supported both in class and in focused withdrawal activities out of class.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, after school clubs, targeted after school support for underachieving identified groups.