

WARREN FARM PRIMARY SCHOOL

English as an Additional Language (EAL) Policy 2022



Date of Last review	20/09/2022
Date agreed by governors	10/11/2022
Date of next review	10/11/2023

Warren Farm Primary School

EAL Policy

Statement of Commitment

At Warren Farm 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 quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

Our aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils progress regularly against the Nassea EAL Assessment framework.
- Assess pupils in class and set targets based on these assessments.
- 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 school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Warren Farm, at least 7 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL Learner: "First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become" DFES Guidance 2007.

Bilingual Learner:- " Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages" DFES Guidance 2007

Advanced Bilingual Learner: - "Advanced Bilingual learners are 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 the language background" DCFS 2009.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic - and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

At Warren Farm, we place great emphasis on development of language for oral and written communication. Across school guided talk and the use of visual stimulus is of particular benefit to our EAL learners. A comprehensive programme of intervention is in place for our International New Arrivals, and for those who speak English at an 'early acquisition' level, to support their access to the curriculum in class.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. He/she liaises closely with the EAL Lead to identify and address needs. The EAL Lead will support teachers in using the Nassea EAL assessment framework to assess and review children's progress each term. This process enables teachers to identify underachieving EAL pupils and show through weekly planning activities to meet targets. Teachers direct Teaching Assistants, with the support of the EAL Lead, to provide additional, targeted support to ensure that pupils are able to access the curriculum quickly.

EAL Role and responsibilities

EAL Lead:-

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- audit resources
- Work alongside Leadership Team to prepare and update Accessibility Plan with EAL actions as required
- contribute to subject co-ordinator's lesson observations, planning and book scrutiny.

Resources

The EAL Lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and monitors the progress of this support.

International New Arrivals (INAs)

At Warren Farm we define new arrivals as children who have not had a consistent education in this country for the past year.

We have developed a comprehensive Induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for our new pupils and their families. Class teachers and the EAL Lead monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

Key Principles for INA new to English

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.
- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits.

Strategies for working with children new to English

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

SUCCESS CRITERIA FOR INA INDUCTION

End of Week 1

- To be relaxed and happy
- To begin to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To begin to interact socially with class peers

End of Week 2

- Class Teacher/TA to carry out an initial EAL Speaking and Listening Summary and share with EAL Lead.
- EAL Lead puts together provision together with Class Teacher.

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner