

Surfleet Primary School



EAL POLICY

1. INTRODUCTION

At Surfleet Primary School we value the differing cultures, backgrounds, languages of all pupils, including those who speak English as an additional language. We acknowledge the contribution and enrichment that such pupils bring to extending the whole schools social and cultural experience. The staff at Surfleet Primary School are committed to raising achievement and attainment of pupils with EAL and enable them to become positive and confident learners to help them achieve their potential socially, emotionally and academically.

At Surfleet Primary school we aim to ensure all children are able to access a broad and balanced curriculum. A whole school approach is adopted through the use of a range of teaching and learning strategies, displays and whole school celebrations that embrace cultural events from children who attend our school.

2. AIMS AND OBJECTIVES

It is the aim of the school, through the implementation of this policy that every child with EAL is enabled to:

- Access all areas of the curriculum
- Reach their full potential
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences
- Express themselves in both spoken and written English
- Have access to a range of teaching styles and resources which will aid their learning
- Rely on the support of adults within the classroom and in small groups where and when they need it
- Continue to use their first language with pride and confidence
- Use a range of languages including everyday English and technical and scientific language
- Establish relationships with their peers and adults across the school.
- Feel safe and secure within the school environment.

3. TEACHING AND LEARNING STYLE

In our school teachers take actions to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- 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;
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials and readers;
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support when possible to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.
- Use of other pupils in the school for whom English is an additional language, to support their peers.

4. ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All teachers have responsibility for:

- Assessing, tracking progress and setting targets in reading, writing, speaking and listening using QCA (A Language in Common) level descriptors;
- Planning and differentiating work suited to the pupil's intellectual ability, being mindful of the particular level of English usage;
- Presenting and introducing new topics with visual support for key concepts whenever possible;
- Pairing up new EAL pupils with a buddy in the classroom and at playtime;
- Encouraging practise and development in language skills through collaborative activities that involve talk;
- Meeting parents at regular times during the year;
- Planning with the SENDCo or outside agencies if necessary.
- Organising a buddy who is a good model of English and if possible a buddy that speaks their home language.

The EAL Co-ordinator has responsibility for:

- Initial meeting with parents and pupil/s to gather 'New Pupil Information';
- Arrange for translators from Teaching assistant for this meeting if appropriate and/or any staff that can translate from the other collaborating schools;

- Initial assessment of pupil's understanding of the English language, and previous schooling experience
- Completing an initial report and using this to inform the class teacher about the and make all staff members aware
- Supporting whole school or year group planning with additional input on developing language across the curriculum;
- Identifying and providing resources which support children learning English as an additional language;
- Overseeing the progress made by EAL pupils and meet with teachers as necessary throughout the school year;
- Working closely with the SENDCo to assess the progress of newly arrived pupils and to identify EAL children with Special Educational needs;
- Seek support and assessments to be carried out by the Ethnic Minority Achievement Service when concerns are being raised over the progress of an EAL pupil.

Additional classroom support staff have responsibility for:

- Working with targeted groups to support children's access to the curriculum;
- Modelling good use of English, in extending sentences and encouraging children to do the same;
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
- Communicating to children that they are expected to listen and respond when someone speaks to them;
- Promoting language awareness throughout the school;
- Being sensitive to cultural needs.

Our EAL pupils have responsibility for:

- supporting other pupils for whom English is a new skill;
- supporting members of staff in translation when a home language is required
- to promote home languages within the school.

5. ASSESSMENT

Surfleet Primary School uses the QCA (A Language in Common) level descriptors to measure English language competence for EAL pupils linked to the National Curriculum. We carry out ongoing termly recording of attainment and progress in line with agreed school procedures. In the Summer term this information is handed over to the cohorts teacher for the next school year in order to identify teacher support for the coming year. The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

6. REVIEW

The head teacher and teaching staff will review this policy in September 2021.