

Surfleet Primary School



English as an Additional Language Policy

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This policy was agreed and adopted by the Governors of Surfleet Primary School

On.....

Signed..... Headteacher

and will be every two years.

English as an Additional Language (EAL) Policy

Statement of Intent

At Surfleet Primary 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 whilst taking account of each child's life experiences and needs.

We celebrate the fact that many of our children speak more than one language and recognise that, as such, a number of our children have particular learning and assessment requirements which are linked to their progress in learning English as an Additional Language (EAL).

Whilst we are clear that EAL is not a Special Educational Need (SEN), or a learning difficulty, we recognise that some children with EAL often have an additional need in terms of accessing the language being used by staff and peers. Where these are not adequately met, a child may not make the progress they are truly capable of, and may end up being socially isolated.

For this reason, we endeavour to:

- Provide our EAL students with a safe, welcoming environment, where they are accepted, valued and encouraged to participate.
- Ensure that EAL children have full access to the curriculum.
- Ensure strategies are in place to support pupils with EAL.
- Be proactive in the removal of any barriers that may prevent our EAL students from fulfilling their potential.

This policy has been established to ensure all pupils with EAL at Surfleet Primary School are given the best chance possible to reach their full potential.

Definitions

In defining EAL, we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

This definition therefore covers the following:

- Pupils arriving from other countries and whose first language is not English.
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community).
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bilingual children).

The Context of Surfleet Primary School

At our school, there are approximately 7 languages spoken in the family home.

On entry to school, information is gathered about:

- Pupils' linguistic background and competence in another language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry according to the 5-Stage Model of Language

Acquisition

Key Principles of Additional Language Acquisition

It is important to remember that language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should always be encouraged to maintain their home language.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years. The 5-Stage Model below outlines the stages of Language Acquisition that we measure our pupils against.

Our 5 Stage Model for Language Acquisition

A. New to English

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. A child at this stage needs significant support.

B. Early Acquisition

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English. A child at this stage requires support to access the curriculum fully.

C. Developing Competence

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

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 his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

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.

Children who are assessed as A, B or C are closely monitored through interventions, EAL support and targeted teaching. Children who are assessed as either A or B have intense interventions on the EAL Core Skills. They are monitored every six weeks on their progress.

Roles and Responsibilities

Class teachers have a responsibility to ensure the development of pupils with EAL. by:

- Ensuring all pupils access to the curriculum as quickly as possible.
- Conducting initial and termly assessments, using the 5-Staged Model, to assess progress and identify next steps.
- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Being aware of the difference between social language skills and those specific to academic achievement.

The EAL lead will:

- Devise a yearly action plan based on needs to pupils and staff.
- Maximise opportunities for in-service training, including INSET and courses
- Support in areas of the school where the pupils' needs are greatest
- Liaise with teaching staff
- Keep abreast of educational guidance on EAL issues

- Co-ordinate the monitoring and reporting on all EAL pupil's language and academic progress
- Be aware of register of EAL children to ensure needs are met

Supporting Children's Learning

Classroom support

- Classroom activities will be matched to pupils' needs and abilities.
- Teachers will consider common misconceptions and language barriers, such as reading '3 x 3',
 - where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- Where possible, the following practices will be utilised to improve pupils' literacy:
 - Utilisation of the pupil's first language expertise.
 - The provision of writing frames.
 - The use of props.
- Language skills will be developed through:
 - Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- Active participation will be encouraged by:
 - Grouping pupils in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to aid and model language.
- Classroom displays will reflect cultural and linguistic diversity.
- Assessment methods will allow pupils to show what they can do in all curriculum areas.
- Bilingual dictionaries are available to aid pupils with EAL.
- Visual supports are utilised where possible.
- Providing additional in-class support and withdrawal support for pupils according to their individual needs.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Liaising with the SENCo to identifying pupils who may additionally have SEN.

Home-school links

Strategies are in place to:

- Welcome parents into school.
- Communicate with and involve parents in their children's learning.
- Promote a multi-cultural understanding in school.
- The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.