

St Paul's C of E Primary policy for teaching children with English as an Additional Language.

**ST.PAUL'S**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**



**ENGAGE - INSPIRE - ACHIEVE**

**The Christian family of St Paul's... moving forward together.  
A caring, exciting and happy school where everyone  
succeeds!**

**Policy for teaching children with English as  
an additional language (EAL)**

**January 2017**

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### **Mission Statement**

The family of St Paul's Constable Lee CE Primary School work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.

### **Policy Statement**

At St Paul's CE school we believe all our children are important, and this applies to all aspects of their education - their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

The learning environment is an important element and should be stimulating and attractive, comfortable and welcoming, safe and imaginative. We want all pupils to develop positive attitudes towards learning, to show interest in and participate fully in school life, to show initiative, be confident, work co-operatively and attain their true potential.

Teachers, together with parents and the wider community, play an important part in the development of the whole child. Enjoying school and doing well, being healthy and staying safe and making a positive contribution to school and the community are desirable outcomes for all children. The curriculum and all of the enrichment activities we offer at St Paul's CE school reflect our commitment to a rounded and inclusive education for all our pupils.

## **INTRODUCTION**

A small proportion of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning as they have English as an additional language.

Children who have English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## **AIMS**

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

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Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

## OBJECTIVES

- To improve the speaking and listening, reading and writing of English of children who have English as an additional language.
- To support access to a broad early years curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support as appropriate.
- To integrate new children into the school in order to ensure that they gain access to the curriculum and academic achievement
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practice and extend their use of English.
- To encourage and enable parental support in improving children's attainment. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

## TEACHING AND LEARNING STYLE

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

- 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 and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support
- Teachers ensure that the vocabulary the work covers is technical as well as the everyday meaning of key words, metaphors and idioms.
- Teachers explain how speaking and writing in English are structured for different purposes across a range of subjects.
- A range of reading materials that highlight the different ways in which English is used.
- 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.

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**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, readers and amanuenses.
- Using the home or first language where and when appropriate.

**Providing additional support for EAL children:**

- Providing support where 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 through an intervention pod/group of children who are operating at a level or more behind that which would be expected for their age/time in school.
- 1:1 intervention for EAL children (delivered by AG)

**CURRICULUM ACCESS**

- In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- We do not withdraw children from lessons to receive EAL support. Language support within classrooms may involve supporting individual children or small groups of children and, at times, teaching the whole class. Language support can also support children whose first language is English.
- In the Foundation Stage, we provide opportunities for all children to develop their language, and we try to provide support to help children take part in activities.

**The Foundation Stage helps children learning English as an additional language by:**

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing support when and where possible to extend vocabulary

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- providing opportunities for children to hear their home languages, as well as English when and where possible;
- providing a variety of writing in the children's home languages, as well as in English when and where possible.

### **Materials**

There are a range of resources available to support EAL pupils, such as barrier games through the collaborative learning website. Teachers also have a list of useful websites/EAL resources that can be accessed through the web.

### **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. Miss Asher Gull is the school Lead for EAL learners and co-ordinates provision in conjunction with unit Heads. Mrs. Andrea Horrocks, as Inclusion Manager has oversees the work of Miss Gull.

#### **All staff have responsibility for:**

- 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.

#### **All teachers have responsibility for:**

- Planning work in the context of children's stage of fluency and anticipating opportunities
- Developing the use of English by planning a clearly identified language focus for lessons with EAL children, which will aid second language acquisition and this is made explicit to the pupils.
- Setting targets for improving oracy and speaking and listening through IEP's.
- Ensuring that children are clear about what they are learning, the purpose of what they are learning and how they need to get there

### **PLANNING, ASSESSING AND MONITORING**

- All EAL pupils are entitled to assessments as required.
- Staff have liaison time with Unit Heads to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored termly using teacher assessments and Language in Common for newly arrived pupils.

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- 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. It also does not need to be written, observations of children displaying language competence can also be used.

**EAL leader is responsible for:**

- Initial assessment of children's speaking and listening level of admission to school.
- Completion of an initial assessment within four weeks of admission to school or if children has had extended leave.
- Additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency.
- Supporting whole school or year group planning with additional input on developing language across the curriculum when requested by teachers.
- Identifying and providing resources which support children learning English as an additional language.
- Translating where possible to enhance communication between school and parents.
- Inputting data in relation to assessment every term to track progress and attainment

**Teachers are responsible for:**

- 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

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

- In the mathematics tasks and tests at Key Stage 1, we can translate words or phrases that appear in the assessment materials or that the children use in their responses.
- For the written mathematics test at Key Stage 2, we are able to when appropriate provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language.
- For the mental arithmetic test at Key Stage 2 we can where appropriate provide a verbal translation of the test to children who have limited English.

**SEND AND AGT CHILDREN**

Bilingual children with Special Educational needs are eligible for support, particularly at the stages of fluency where a child is working below the National Curriculum where

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all teachers need to monitor a child's progress, gathering information about the nature of the child's difficulty.

- Should SEN be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

## **PARENTAL/COMMUNITY INVOLVEMENT**

We encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

## **MONITORING AND REVIEW**

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

**Signed:** Asha Gul

**Date:** April 2016

This policy will be reviewed and ratified by the Governing Body in January 2017

**Signed by Mr W Aitkin (Chair of Governors)** *W. Aitkin* **Date 31.1.17**

**This policy will be reviewed on or before the following date: January 2018**