

Boothville Primary School

EAL policy

May 2021

Our Values and vision for EAL

Everyone at Boothville Primary School has the right to an outstanding education and that all EAL pupils fulfil their true potential. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. Equally, we acknowledge that it is important to ensure we fully understand our EAL learners, their diversity and their language development and continue to ensure ongoing discussion with our school community. We take a whole school approach, including ethos curriculum and education against racism.

(Linked policies : Equalities Policy, Admissions, Safeguarding, Teaching and learning, Inclusion/SEND)

Policy Aims

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

1. **Equality** : To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
2. **Diversity** : To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
3. **Belonging and Cohesion** : To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Definition

A learner of English as an additional language (EAL) is a pupil whose first language is other than English.

'First language is the language to which the child was initially exposed during early development and continues to use this language in the 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.'

Source: School census preparation and guidance for 2007 (DfES 2007)

Context

At our school, there are approximately 35 different languages spoken in the family home (not including dialects).

On entry to the school, pupil information is gathered in accordance with GDPR on the following:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed in line with school's assessment systems

On the census, Boothville Primary are required to record the language spoken by each pupil, as stated by the parent or guardian, or the child. We use the DfE's list of language codes.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should 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. Language develops best when used in purposeful context.

The 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.

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.

Assessment

All EAL pupils are assessed in line with Boothville Primary's assessment procedures. Staff have the opportunity to discuss pupils' progress, needs and targets via pupil progress meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored. Children who are not at age related expectations and not making progress through the 5 Stages of Language Acquisition are closely monitored to understand if there are underlying needs that are causing a barrier to learning.

Assessment methods are checked for cultural bias which may cause results to be inaccurate 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.

Planning, Monitoring and Evaluation

Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Staff regularly observe, assess and record information about pupils' developing use of language.

Teaching Strategies and Pedagogical Approaches

The curriculum is personalised, and the children are encouraged to use their prior knowledge and experience. Speaking and listening is always the starting point of a new topic or activity. The grammatical rules and the sentence structures are taught within the context of the different topics and genres as well as within focused English lessons. Visual resources are used to aid their learning.

The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

Our school provides appropriate materials to support children with EAL, such as visual key word lists. Videos, maps, iPad Apps and story props. Displays and resources reflect linguistic and cultural diversity.

Planning is differentiated according to the children's previous education and knowledge and additional support may be provided by Teaching Assistants who may provide intervention to enhance basic skills.

Staff use support strategies to ensure curriculum access for Pupil's Needs:

- Collaborative group work
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Discussion provided before and during reading and writing activities
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, and from other children who are articulate in their home language and English who may be able to translate

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to Boothville Primary's SEND provision. Equally, EAL pupils identified as Gifted and Talented have equal access to school's provision.

Partnership with parents:

At Boothville Primary, we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community
- Celebrate and acknowledge the achievements of EAL pupils
- Recognise and encouraging the use of first language for developing positive links between school and home
- Support parents, so they can help their children at home

Working with external partners:

Boothville Primary are part of the EAL Federation within Northampton. External advice and support can be accessed through this network. We regularly attend meetings to gain up to date information to support our learners and families with EAL.