St. Peter's CE Primary School, Heswall

EAL Policy

John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

ST. PETER'S CE PRIMARY SCHOOL

firm foundations, shining bright

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

2023 – 2024

Date Adopted: 30.10.23

Date of Review: October 2024

Committee: Standards

This policy supports the following rights, taken from the United Nations Convention of rights of the child (UNCRC)

- Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.
- Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.
- Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country)
- Article 22- All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country)
- Article 29 – Every child's education must develop their talents and abilities.
- Article 30 - all children have the right to practice their own culture, language, and religion or any you choose.

Equality Impact Statement:
Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, race, religion or belief and sexual orientation.

The context of Heswall St Peter's Primary School;
At Heswall St Peter's Primary school, we recognise and value our pupil's home language, background and the valuable contribution that pupils who speak English as an additional language bring to our school. We recognise bilingualism as a strength and respond positively to pupil's ability to speak other languages by building on the pupil's knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our Ethos; as a Christian school we "Welcome one another, therefore, just as Christ has welcomed you, for the glory of God" Romans 15:7, curriculum and promoting language awareness across our school. We aim to develop a network of promoting equality of opportunity, understanding and acceptance. We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act.

✔ **Aims and Objectives:**
   To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
✔ To be proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
✔ To provide any newly arrived children with a safe and welcoming environment.
✔ To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
✔ To use all resources possible to raise the attainment levels of the children for whom English is an additional language.

✔ To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practice and extend their use of English.
✔ To encourage and enable parental support in improving children's attainment.
✔ To ensure that all children's languages, cultures and identities are celebrated.
✔ To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

Key Principles:
To provide effective quality first teaching and learning through early identification of the children's needs.

Roles and Responsibilities:
✔ It is a collective responsibility that all staff aim to remove barriers that prevent EAL learners from succeeding and reaching their full potential.
✔ The EAL coordinator is responsible for coordinating, monitoring and maintaining an overview of this aspect of the school's work.

Responsibilities include:
✔ Liaising with the teaching staff to identify and support pupils learning EAL.
✔ Support teaching staff in assessing the pupil's level of language where necessary on arrival.
✔ Managing and auditing resources to ensure effectiveness for class work.
✔ Monitoring the progress of pupils learning EAL.

All staff:
Will develop pupils spoken and written English by:
✔ Planning and delivering lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.
✔ Ensuring that vocabulary work covers all areas e.g language of problem solving as well as the meaning of everyday words.
✔ Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
✔ Ensuring that there are many opportunities for talking and collaborative work to support writing.
✔ 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.

Teaching and Learning:

All Teachers and Teaching Assistants will set high expectations for all pupils at all times. We understand that pupils who are learning English as another language are no exception to this and that their cognitive learning is in advance of their spoken English. All children learning EAL have the right to access the National Curriculum and therefore are taught lessons that are accessible and purposeful to them, along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning. We also encourage the use of the pupil's home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

Effective teaching strategies

- ✔ Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- ✔ Key language features of each curriculum area are identified.
- ✔ Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- ✔ Additional verbal support is provided e.g. repetition, modeling, peer support.
- ✔ Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- ✔ Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- ✔ Using accessible texts and materials that support pupil's language/cultural needs e.g bilingual books/ artefacts.
- ✔ Using accessible texts and materials that suit both children's ages and levels of learning.
- ✔ Ensuring that pupils are engaged through visual and interactive teaching.
- ✔ Providing support through ICT, translators.
- ✔ Use of a buddy system.
- ✔ In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age- appropriate level of English and pupils who speak the same language in the group.
- ✔ Use of a working wall to support learning of key vocabulary and key concepts.
- ✔ Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- ✔ Using home or first language where appropriate and if possible.
- ✔ Pupils with EAL who have SEND needs are assessed in their home language where possible to check whether it's SEND/ still acquiring English
- ✔ Parents of SEND pupils are informed /involved about provision.

Curriculum Access:

All children in our school follow the curricular requirements of the Foundation stage and National Curriculum. Children with English as an additional language do not produce separate work but may have extra support linked to their class work from a Teaching Assistant or Class Teacher (where appropriate) where targeted support is required.

Teachers will liaise with the TA to discuss small withdrawn target groups where required.

The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers, SENCO and appropriate SLT.

The EAL coordinator and SLT work together to ensure that good practice is maintained across the school regarding EAL teaching and Learning.

The Early Years Foundation Stage:

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- ✔ Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- ✔ Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- ✔ Providing class support, where possible, to extend vocabulary.
- ✔ Providing opportunities for children to hear their home languages as well as English.
- ✔ Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

EAL Definitions of Development: (According to the Bell Assessment).

New to English [Code A]: May use their first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

Early acquisition [Code B]: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Developing competence [Code C]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Competent [Code D]: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

Fluent [Code E]: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

At Heswall St Peter's we assess Learners:
New to the Country: Pupils who are new to the country can be a varied ability of EAL learner from New to English (code A) to Fluent (code E) as above in the Bell Assessment

New to English: Pupils who have no English to developing English with developing skills (code A) to (code B) as above in the Bell Assessment.

Admission of EAL*/New Arrival pupils - September 2023
At Heswall St Peter's, we collate as much background information as possible through the admission pack including;
- Place of Birth
- Date of entry into the UK (If not Place of Birth)
- Previous schooling
- Pupil's first language
- Other languages spoken at home
- Religion (if any)
- Health issues
- Links with other pupils within the school

* Definition of EAL pupils are those 'exposed to a language at home that is known or believed to be other than English.' (DfE 2019)

Admission information is emailed to the EAL Lead, classroom teacher, SENDCO and other applicable staff.

Teachers and staff receiving EAL pupils after admission are given advance basic information on their background which the teacher can access on SIMS before the child starts.