

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

English as an Additional Language Policy

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Review Bi-annually

Welton St Mary's Church of England Primary Academy

English as an Additional Language Policy

Leader: Odette Thorner

This policy has been adopted by the Governors in consultation with the EAL subject lead and staff of Welton St Mary's Church of England Primary Academy.

Introduction

English as an additional language is defined by the DfE as:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community ...

Where a child was exposed to more than one language (which may include English) during early development, the language other than English is recorded, irrespective of the child's proficiency in English.' September 2016

We celebrate the fact that children speak more than one language and acknowledge their ability to use a variety of community languages. In our 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. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Welton St Mary's Church of England Primary Academy expects its pupils to become confident language users, and explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. It is the aim of the whole school community to value the home language.

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice, equality and the British values for all through the education that we provide in our school.

As an inclusive Christian community, we value each person and their home language and culture. We seek to release everyone's full potential and provide a safe and inspiring learning environment where all children can flourish.

Aims

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. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001, Equality Act 2010.

At Welton St Mary's Church of England Primary Academy teachers take action 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;
- displaying key vocabulary;
- 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, readers and amanuenses;
- using the home or first language where appropriate;
- to value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To encourage and enable parental support in improving children's attainment

Approach (see teaching and learning policy)

All children at Welton St Mary's Church of England Primary Academy follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

Teachers take action to raise the attainment of pupils with EAL by:

- Giving pupils access to the curriculum as quickly as possible
- Providing pupils opportunities to carry out activities alongside good models of English and extend their knowledge and use of English
- Providing additional support for pupils according to their individual needs

- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources
- Assessing pupils with EAL to establish their needs and progress
- Liaising with SENCO in identifying pupils who may additionally have SEN
- Ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognising the child's mother tongue; boost the child's self-esteem.
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in assessments (such as an adult reading the questions in a maths assessment) will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allowing pupils to use their mother tongue to explore concepts
- Giving newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Grouping children to ensure that EAL pupils hear good models of English
- Using collaborative learning techniques
- 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
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.

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

- building on children's experiences of language at home and in the wider community, 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 support to extend vocabulary
- providing a variety of writing in the children's home language as well as in English, according to their needs
- providing opportunities for children to hear their home languages as well as English and as appropriate

Identification and Assessment

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, the EAL lead, liaising with colleagues and working alongside pupils, should be able to identify and assess pupils' language acquisition and attainment within the national curriculum.

The EAL lead will:

- Maximise opportunities for in-service training
- Allocate classroom support in areas of the school where the pupils' needs are greatest
- Keep abreast of educational guidance on EAL issues
- Co-ordinate the monitoring and reporting on all EAL pupils' language and academic progress
- Maintain a register of EAL children to ensure needs are met

Home-school links

Strategies are in place to:

- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school
- Welcome parents into 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.

Effective EAL support

We will endeavour to:

- Aim for high standards of EAL teaching and curriculum content for EAL pupils. This includes an explicate and progressive oracy curriculum where children learn to talk and learn through talk (see oracy curriculum for further detail)
- Provide good leadership and management of EAL including supporting and overseeing the teaching undertaken by our French teacher
- Sufficiently challenge and support pupils with EAL are so they can reach their potential. This includes removing any language barriers in learning that that they can access the curriculum
- Ensure that support takes account of pupils at the early stage of language learning
- Ensure that support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- Offer a curriculum that is relevant and inclusive
- Monitor the deployment and quality of provision for the support of minority ethnic pupils
- Create effective and positive links with the parents

International Dimension (see International Policy)

In order for our children to recognise the rich and diverse heritage represented in our school, and local and national communities, and to develop respect, value and develop curiosity for different cultures and beliefs, we will involve children and families in sharing their cultures and languages with the school community.

Inclusion

We are committed to providing effective learning opportunities for all pupils.

Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.

Teachers will respond to pupils diverse learning needs and be aware of the needs of differing genders, educational needs, disability as well as different social, cultural and ethnic backgrounds.

Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals/groups and respond accordingly to make effective provision.

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to the pupils and in the conduct of staff and pupils.

Children with Special Educational Needs (see SEN policy)

It is the responsibility of the class teacher to provide quality first teaching to meet the needs of the learners and to ensure planning meets the identified needs of all learners. Lessons and activities will be differentiated and appropriate support provided so that all children can access learning and succeed.

Assessment (see assessment policy)

Assessment will form an integral part of teaching and learning

Health and Safety (see Health and Safety Policy)

Monitoring and Review

Monitoring and review will take place within the context of the School Development Plan and the senior leadership's monitoring plan.

The subject lead, in collaboration with class teachers, will be responsible for reviewing the provision and progress of children with EAL through the school. The key stage leader will be responsible for monitoring the core subject assessment data of children with EAL at key points in the year.

Standards of work will be monitored by the subject lead in a range of ways including lesson observation, scrutiny of children's work, data analysis, and pupil voice. Findings will be reported to SLT to inform areas of development of provision within the school.

Subject lead will support class teachers where necessary and will arrange to meet to as required.

Roles and Responsibilities

The Headteacher:

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development.

The EAL lead:

The EAL lead will develop and lead the provision of EAL and keep up to date with the national picture.

The class teacher:

The class teacher will be responsible for planning and teaching, ensuring effective adaptations are in place, and for the good progress of all learners.

The Governors:

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the school and ensure that staff development and appraisal promote good quality teaching and result in good pupil progress.