



## **Wibsey Primary School**

### **English as an Additional Language (EAL) Policy**

This policy is a statement of Wibsey Primary School's aims and strategies to ensure we meet the full range of needs of those children who are learning English as an additional language in order to help them fulfil their true potential

#### **Mission statement/Ethos**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. 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. We take a whole school approach, including ethos, curriculum and education against racism through our PSHCE/SMSC curriculum including Cultural Diversity Days.

#### **Aims of the EAL Policy**

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, therefore raising pupil achievement and aspirations.

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

#### **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 rigorously monitor, evaluate and review systems to meet EAL pupils' needs.

#### **Key Principles of additional language acquisition**

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

- 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 contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

## **Assessment**

- All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to Wibsey Primary School.
- EAL pupils will also be assessed against The DFE's five point scale, with a final 'best fit' judgement'. This will correspond to our own assessment system.(see Appendix)
- Staff have the opportunity to discuss pupils' progress, needs and targets with members of the SLT and the English team to ensure progress in the acquisition of English is regularly assessed and monitored.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Pedagogical Approaches**

Communication is the main principle for EAL pupils in all lessons. 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.

The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and forms. Visual resources are used to aid their learning.

## Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- 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, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists, writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- 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, etc.

## EAL Learners with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented

Should Special Educational Needs be identified, EAL pupils have equal access to school's provision.

EAL pupils identified as Gifted and Talented have equal access to school's provision.

## Parental/Community Involvement

At Wibsey Primary School we encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identifying linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL pupils.
- Recognising and valuing the use of first language for developing positive partnerships between school and home.
- Supporting parents, so they can help their children at home.

Agreed by Governors	Full Governors	
	Finance and General Purposes	
Date:	Teaching and Learning	X
Chair of Committee	Lisa Knowles	
Written	November 2016	
Review	November 2019	

## APPENDIX

### Codes

#### A: New to English

The pupil may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English
- Needs a **considerable** amount of EAL support.

#### B: Early acquisition

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary
- Still needs a **significant** amount of EAL support to access curriculum.

#### C: Developing competence

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.
- Requires **ongoing** EAL support to access curriculum fully.

#### D: Competent

The pupil may:

- Have oral English developing well, enabling successful engagement in activities across the curriculum
- Read and understand a wide variety of texts
- Have written English which may lack complexity and contain occasional evidence of errors in structure
- Need some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary
- Need **some/occasional** EAL support to access complex curriculum material and tasks.

#### E: Fluent

The pupil can:

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.
- Operates **without** EAL support across the curriculum.