



EAL Policy

EAL Policy 2023/24

Introduction

At New Marston, the teaching and learning, achievements, attitudes and well-being of all our children are important. We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. 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.

Aims and Objectives

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To support access to a broad early years curriculum and to the whole school 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 practise 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.

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 triple coded 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;
- 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, translators and visual support materials.
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language.
- Teaching assistant support which allows children to work in smaller groups and increases opportunities for modeling language structures and for conversations between adults and children.
- Additional learning support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

Curriculum access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. Class teachers and Teaching Assistants support children within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times, particularly to learn the basic conversational language skills when children first arrive.

We withdraw children who are new to the country for sessions to develop basic communication skills. We have a 'New Arrivals' program for this period. We also provide therapeutic support in the first year for those who are new to the school, through art as therapy or forest school.

Other EAL support is linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session.
- Sessions following up a whole class or group session to reinforce key language and concepts.
- Sessions to enable the pupil to complete homework tasks with understanding.
- Intensive support for older bilingual pupils at a very early stage of learning English.

In the Foundation Stage we plan opportunities for children to develop their English and we provide support to help them take part in activities. 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 bilingual support to extend vocabulary.
- Providing a variety of writing in the children's home languages as well as in English.
- Providing opportunities for children to hear their home languages as well as English.

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.

All staff have a 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 for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy and speaking and listening.
- Assessing and tracking progress in speaking and listening.
- Providing a language rich environment in the classroom.

Our EAL teacher is responsible for:

- Initial assessment of children's EAL level on admission to school.
- Continued assessment of children's progress across speaking, listening, reading and writing using QCA steps/stages.
- 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.
- Identifying and providing resources which support children learning English as an additional language.
- Working with targeted 'new arrival' groups.

Additional classroom support staff have responsibility for:

- Working with targeted groups to support children's access to the curriculum.
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks.
- Translating to enhance communication between school and parents

Assessment

The EAL teacher will carry out one detailed assessment each term. 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 translate words or phrases that appear in the assessment materials or that the children use in their responses. For the science and written mathematics test at Key Stage 2, we 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 provide a verbal translation of the test to children who have limited English.

EAL and SEN

Bilingual children with Special Educational needs are eligible for support, particularly at the stages of fluency where a child is working below Level 1 of the National Curriculum. All teachers need to monitor a child's progress, gathering relevant information about the nature of the child's difficulty. The EALCo/ SENDCo will monitor this and ensure support is provided.