



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

At Hollinswood Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

This policy is a statement of our schools aims and strategies to ensure that EAL pupils fulfil their potential.

### **1. Introduction.**

All pupils need to feel safe, accepted and valued in order to learn. 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 is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

### **2. Aims of Policy.**

This policy aims to raise awareness of the school's obligations and to support the 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) and so to raise pupil achievement. Our aim is for the pupil to become a fluent speaker of speaking, reading, writing and understanding English and to access the school Curriculum as fully as possible.

We aim to achieve this by :-

- Providing a welcoming environment in which pupils will learn most effectively.
- Providing appropriate and personalised support for all pupils with EAL
- Plan and teach lessons using learning styles most appropriate to EAL learners. Provide an inclusive curriculum.
- Monitor pupils progress regularly against the Language in Common assessment scales
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils achievements in class.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils. The table below lists the 1<sup>st</sup> language spoken by children attending the school as at March 2016:-

Language	Country	Total
Polish	Poland	24
Akan - Twi/Asante	African Countries	13
Panjabi	India/Pakistan	11
Latvian	Latvia	6
Akan - Twi/Fante	African Countries	5
Akan - Fante	African Countries	4
Telugu	India	3
Spanish	Spain	3
Marathi	India	3
Romanian	Romania	3
Arabic	Kuwait	3
Hindi	India	3
Urdu	Pakistan/India	2
Lithuanian	Lithuania	2
Somali	Somalia	2
Cantonese	China	2
Hungarian	Hungary	2
Italian	Italy	2
Russian	Russia	1
Urhobo-Isoko	African Countries	1
Nepali	Nepal	1

Turkish	Turkey	1
Oriya		1
Swahili		1
Bengali		1
<b>Total: 25 Languages</b>		<b>100</b>

### **3. What is EAL (English as an Additional language)?**

It means English as an additional language, when a pupil speaks a home language other than English.

### **4. The Role of the EAL Leader.**

- The EAL Leader will liaise with Multicultural Development Team (MDT)
- The EAL Leader will support staff in the teaching of EAL pupils.
- The EAL Leader is responsible for ensuring that EAL data collection procedures are carried out.
- The EAL Leader will monitor EAL provision in the school.

### **5. New Arrivals**

We define new arrivals as children who have not had a consistent education in this country for the past year.

Most new arrivals have English as an additional language needs. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum.

We follow a procedure of Admissions for New Arrivals. **(See Appendix 1).**

Every class in school from Year Reception to Year 6 have appointed class buddies who help new pupils settle into school by showing them around the school, explaining the rules and routines of school and the class, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. A welcoming environment in class helps the pupil settle in quickly and class teachers ensure the displays in class promote pupils language and culture. The EAL Leader will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival. **(See Appendix 2).**

### **6. Assessment**

New Arrived pupils will be assessed within the first half term of starting. If a child is working below the expected standard for their age group the class teacher will use the EAL Assessment framework

Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

- All EAL pupils are entitled to assessments as required.
- MDT (Multicultural Development Team) may be requested to visit school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.
- Referrals to MDT should be made at the following times:-

Key Stage 2 children – Pupils to be referred on admission if have little or no English (Admin team will complete on admission)

Key Stage 1 children – During the first term – Class teacher to allow time for child to settle and then assess the need for an assessment – Class teacher to ask Admin to complete referral

Foundation – If concerns after two terms - discussion with Team leader

- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored using the EAL assessment framework
- Assessment methods are checked for cultural bias 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.
- Assessment in maths can be achieved by using the Assessment in Maths tool kit.
- Further support can be found in Excellence and Enjoyment: learning and teaching for bilingual children in the primary years.
- Assessment in the Foundation stage – provision need to be made for assessments to be made in home language in all areas except Communication. Language and Literacy, Reading and Writing when assessments must be made in English.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils' progress termly, using NC levels and EAL Assessment framework

Additional support can made available each week utilising the EAL Teaching assistant hours we have available

If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the EAL lead needs to be alerted and will make provision for an 'in depth' assessment of the pupils home language to be made to establish whether or not the pupil is experiencing learning difficulties.

## **7. Planning and Teaching**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- Teachers are responsible for planning tasks to ensure effective use of Teaching assistants to support EAL children.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books, tapes or dual language words.
- Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.
- Plan opportunity for the child to have a pre-teach or consolidation on a 1-1 basis.

## **8. Resources**

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources will include:

- Dual Language books in classrooms and libraries are available from MDT and should be made accessible within classes
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language tapes of stories, poems, songs.

- Dual language I.T. programmes.
- Language and vocabulary games.

**9. Success Criteria for this Policy:**

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

**10. Monitoring this Policy**

- All staff are responsible for implementing this policy.
- The EAL Leader and Team Leaders will collect and analyse EAL data

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<b>Approved By</b>	Achievement & Progress Committee
<b>Date for Review</b>	March 2018

## **Appendix 1**

### **Procedure for admissions of new arrivals**

#### Pre-admission

1. Parents/carers complete admissions form.
2. Interpreter arranged if needed.
3. Welcome pack and interview materials prepared.

#### Pre-admission interview

1. Parents have a brief tour of the school.
2. Child/family information recorded on school documentation, including previous schooling and health and dietary needs.
3. Family provided with 'Welcome pack' which includes a translated booklet and school information if possible.
4. Free School Meals application completed if appropriate – translation of letter if needed.
6. Parents/carers informed of the start date for the child.

#### Between the interview and admission day

1. Admission information given to school office staff.
2. Information gathering form to be shared with class teacher and inclusion staff.
3. Induction / welcome strategies planned by class teacher and class.
4. Class 'buddies' informed they will be welcoming and need to support a new arrival.

#### Day of admission

1. Child/parents/carers welcomed by class teacher/tutor and buddy.
2. Office staff actions school roll entry.
3. Office staff sends for previous school records.
4. Referral made to MDT for Key Stage 2 children

## **Appendix 2**

### **Success criteria for new arrival induction**

#### **End of Week 1**

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

#### **End of Week 3**

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- To be settling to tasks in the classroom
- To be playing with others in the playground
- Key Stage 1 class teacher to consider if referral to MDT is needed – Admin to complete if requested

#### **End of first term**

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition
- Key Stage 1 class teacher to consider if referral to MDT is needed – Admin to complete if requested

## **20 TOP TIPS SUPPORTING NEW ARRIVALS IN PRIMARY SCHOOLS**

- Teach your class to say "hello" using the new pupil's language and learn to say his/her name correctly.
- Don't panic - Children may have a silent period.
- Plan for peer support – put in place a buddy system.
- Make all communication as visual as possible including at KS2
- Have a box of materials and activities that beginners can access easily
- Provide a bilingual dictionary for pupils who are literate in their first language
- Keep activities short – don't expect beginners to be able to sit and listen for too long
- Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
- Group beginners with pupils with good language and behaviour models.
- Understand the pressures and changes that the beginner is experiencing.
- Enable beginners to maintain their first language in school and at home.
- Use simple sentences or phrases to model correct language structures.
- Model language rather than correct the beginner's language.
- Allow thinking time.
- Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
- Find information about L1 (readily available on internet) to better understand pupils' acquisition of English.
- Provide opportunities for pupils to rehearse responses orally.
- Demonstrate the meaning of instructions.

## **Supporting newly arrived learners of EAL - A checklist for admission to school**

### **Preparing for an admission**

Whom to invite.

- The child and his/her parents or carers
- An interpreter if needed

What information does the family and the child need?

- The names of members of staff the child will meet in school.
- Requirements for school's admissions forms
- A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc (Translated if possible)
- A calendar of school events, trips, holidays and occasional days
- Uniform and PE kit list with examples to show.

- A list of any other clothing or equipment which the family is expected to provide.
- Information about school meals and lunch time arrangements.
- Information about any support the school will put in place e.g. TA, buddies
- Information about any grants, benefits or assistance available
- Curriculum information
- Information about extended schools provision and children's centre, if applicable
- A contact name and telephone number for the school

What information does the school need?

- The child's name and how to spell and pronounce it correctly
- Details to complete the admissions form during the interview
- Languages spoken within the family
- Language used for previous education
- Languages learned at previous school
- Supporting the emotional and social needs of the newly arrived pupil
- Utilise peer support. Recruit a pair of 'buddies' and a 'circle of friends' who will help the newly arrived pupil to become
- Familiar with the layout of the school and routines. They will help the child to feel included at lunch time as well as in class activities.
- Teach the class to say 'hello' using the new pupil's language and learn to say his/her name correctly.
- Introduce basic 'survival language' (toilet, hungry, thirsty etc). A few illustrated cards can be useful.
- Ensure all staff (teaching and support staff, MSAs, kitchen and caretaking staff) know about the needs of the new pupil.
- Understand that the pupil may have a silent period of up to several months. They may seem unresponsive but a great deal of absorption of language and learning will be going on.
- Understand the pressures and changes that the beginner is experiencing e.g. culture shock.
- Integrate the pupil into regular school and class activities. Give some responsibilities e.g. giving out books.
- Participation can take many forms. Don't worry if a pupil does not want to join in actively at first. Invite the pupil to join in practical activities and try to ensure they have something to do which is relevant to the lesson.
- Behaviours can be culturally influenced. Some pupils may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don't understand what you are saying. They may stand closer or further away than you or other children are accustomed to.
- Recognise that there may be differences in attitudes to food, in eating styles and preferences. The child might not be used to eating with anyone outside their family.

- Be sensitive about inappropriate behaviour e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.
- It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need regular short breaks from concentration throughout the day.
- Show interest in the pupil's country of origin. Give their culture recognition in any way you can.
- Value, use and display first language wherever possible.
- Encourage interaction with speakers of the same language in the school and at home (a secure first language reflects in any additional language learned).
- Recognise that the beginner may have a greater ability or understanding than he/she is able to demonstrate, which can be frustrating for pupil and teacher.
- Maintain contact with the parents. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- Ask parents and members of the community to provide first language resources e.g. labels, pictures, recordings of music or stories. Invite them into school to join in assemblies or to read dual language books. Some resources are also available from MDT.
- It is important to avoid overgeneralisations and stereotyping of pupils and their families. Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities and things we hold in common.
- Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.