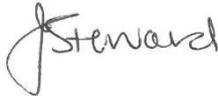




EAL (English as an Additional Language) POLICY

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	10 th February 2022
Chair of Governors	
Head Teacher	
Last updated	10 th February 2022
Review	10 th February 2023

Be all that you can be...



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Introduction

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

Through first quality teaching based on experience and talk, we aim to meet the language needs of our learners.

Our aims

- To provide a welcoming environment in which children will learn most effectively.
- To provide support to pupils with EAL needs
- To plan and teach lessons using learning styles most appropriate to our EAL learners.
- To provide an inclusive curriculum.
- To promote home languages across the school and encourage and support discussion of learning (in home language) at home.
- To monitor pupils progress regularly against the NASSEA step levels and through pupil progress meetings.
- To assess pupils in class and set outcomes based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum with adaptations where needed.
- Support pupils who are at risk of underachieving.
- Celebrate pupils' achievements in school as well as in extracurricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement, through being immersed in a language rich environment.

What is EAL?

EAL means English as an Additional Language- when a pupil speaks a home language other than English. At Sheringham Community Primary School and Nursery we have a variety of languages that are spoken and we aim to cater for all these pupils to whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give pupils the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL learner- “First language is the language to which the child was exposed to during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it, they become” DFES Guidance 2007.

Bilingual Learner- “Bilingual Learner is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply fluency in both or all languages” DFES Guidance 2007.

Advanced Bilingual Learner- “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background “c DCFS 2009.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, triages, in groups and through collaborative activities. Pupils are encouraged to explore a range of learning styles. Resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

Monitoring and assessment

The class teacher is responsible for the assessment of all pupils in class. All pupils are monitored at regular pupil progress meetings. Teachers direct Teaching Assistants to provide additional targeted support. Our Speech and Language Facilitator works with individuals who are new to the UK to develop early language skills and acquisition.

EAL Role and Responsibilities

EAL Lead:

The Lead`s role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- Disseminate information and key messages effectively
- Represent and promote the needs of EAL pupils.
- Advise teachers about development of EAL strategies, planning and assessment.
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy.
- Keep up to date regarding EAL "good practice".
- Audit resources.
- Prepare and update EAL action plan.
- Take part in monitoring of teaching and "book looks".

Resources:

With guidance from the Virtual School and advisory service for EAL, we are developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

International New Arrivals (INAs).

At Sheringham Community Primary and Nursery School we define new arrivals as children who have not had a consistent education in this country for the past year. We have a thorough process to ensure that we can offer the best support possible for our new pupils and their families.

Key principles for INA new to English

- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.
- Where possible use other pupils/adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups, pairs or triads with simple repetitive language.
- Group INA with good English-speaking role models.
- Use as many visual prompts as possible and communication friendly practices.

- Supply plenty of opportunities for hands on (kinesthetic) learning such as role-play, games and visits to immerse in a language rich environment.

Success criteria for INA 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 mealtimes.
- To be familiar with location and use of lockers 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 school.
- To be familiar with geography of the school.
- Can follow daily and class routines.
- To initiate verbal contact with teacher or teaching assistant.
- To be settling to tasks in the classroom.
- To be playing with others in the playground.

End of the 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 if an EAL beginner.

Strategies for working with children new to English.

- Provide lots of hands-on experience so children can learn the new language through participating in activities that support cognitive development.

- Teach newly arrived pupils useful words and phrases (enabling language) and routines of the classroom in order for them to communicate to their peer group.
- Additional visual support is provided for example- visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations/ modelling.
- Classroom activities have a clear language and learning outcomes, use of appropriate resources and support where available to enable pupils to participate and access all areas of school life.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.