

Bredenbury Primary School
ENGLISH AS AN ADDITIONAL LANGUAGE POLICY
February 2018

Signed and dated:
Chair of Governors
Headteacher

1. RATIONALE

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, their backgrounds, and their cultural and religious diversities. As a school, we are aware that bilingualism is strength and those EAL pupils and their families have a valuable contribution to make to both the school and the community.

2. AIMS OF POLICY

This policy is a statement of our school's aims and strategies to ensure that all pupils who have English as an Additional Language fulfil their potential. We aim 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.

We are committed to making appropriate provision of teaching and resources for pupils for whom English is not their first language. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Consultation with parents in:	January 2018
Consultation with Staff and Governors in:	January 2018
Ratified by Governors on:	12.2 2018
To be reviewed by parents:	Every 3 years – Sept 2021
To be reviewed by Staff and Governors:	Every 3 years – Sept 2021

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3. INTEGRATION INTO THE SCHOOL OF EAL PUPILS
AND THEIR FAMILIES.

It is the role of the EAL coordinator and all staff to liaise with the families and encourage and enable them to participate as fully as possible in school life.

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.
- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.
- We aim to work closely with members of the wider community to support our EAL pupils.
- The school recognises the importance of effective and reciprocated relationships with all parents and acknowledge that families must be supported to feel confident in approaching the school.
- Parents may need to be introduced to the education system and encouraged to work with the school to support their children.
- To encourage this parents and /or carers are offered additional support with:
 - ✓ completion of Initial Entry Forms;
 - ✓ support in understanding or translation (if necessary and available) of school reports on pupil progress;
 - ✓ additional support with attendance at teacher/parent meetings.
- All school staff, including TAs and Supervisory Assistants, are made aware of the linguistic needs of individual EAL children.
- All new EAL pupils should be allowed a quiet time where they can have time out from the classroom to think in their own language without the pressures of constant translation.
- Where appropriate time and space is given for the children to speak unhindered with their peers in their first language.
- We encourage parents to understand how they can support their children at home, especially by continuing the development of their first language.

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- We encourage celebration of the linguistic, cultural and religious background of pupils; we hold specific celebrations to educate the whole school about the diverse languages and cultures represented within our community.
- For example: World food day, where all parents of EAL pupils and those with familiar links to other countries cooked traditional food for the whole school.
- We hold Celebration Assemblies where the EAL children show the school how the traditional seasonal festivals are celebrated in their countries of origin.

Correct pronunciation of pupils' names is always ensured and their names are not anglicised.

4. KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

- EAL pupils are entitled to the full National Curriculum programmes of study.
- Access to learning requires attention to words and meanings of each subject.
- Meanings and understanding of words cannot be assumed but must be made explicit.
- The home languages and cultures of all pupils and staff should be recognised and valued.
- Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils may 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 support throughout their school life.

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- There is often a “silent” period where the child is reluctant to speak. This period can last up to a year and support and understanding must be exercised at this time, with positive reinforcement being the key factor to encouraging speech.
- Teaching and support staff play a crucial role in modelling uses of language.
- Good modelling of language rather than correction is encouraged.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils’ home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

5. TEACHING AND LEARNING

Planning and differentiation

- The school will provide a system for staff to share planning with support staff.

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- Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs.
- Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Literacy and Numeracy:

- Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Order for English.
- Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

6. 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 (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Where possible, learning progression moves from concrete to abstract

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- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

7. PLANNING, MONITORING AND EVALUATION

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

The pupils' level of English is identified with reference to Stages of English as an Additional Language - please also make reference to the National Curriculum - this information is forwarded to the Ethnic Minority Achievement Service once a term.

Staff regularly observe, assess and record information about pupils' developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

8. SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN be identified during assessment:

- EAL pupils will have equal access to school SEN provision.
- Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

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9. ASSESSMENT AND RECORD KEEPING

- Staff have regular liaison to discuss pupil progress, needs and targets.
- The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.
- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

10. RESOURCES

- Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.
- Displays and resources reflect linguistic and cultural diversity
- A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.
- Assessment materials use images and texts which are appropriate for all pupils.

11. STAFF DEVELOPMENT

- The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.
- The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.

12. REVIEW AND EVALUATION OF POLICY

Our School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

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The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

Please also refer to other Bredenbury Primary School policies where appropriate: e.g. Assessment, Home-School Policy, Behaviour Policy, Teaching and Learning, Equality Policy. These are located on the school's website.