



St. James' C.E. Primary School, Haslingden

<i>English as an Additional Language Policy</i>	
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*Growing in God's Love,
Learning as we go.*

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS

English as an Additional Language Policy

Introduction

We at St. James' C of E Primary School are committed to raising the achievement of ethnic minority pupils and ensuring their needs are met within an inclusive environment. In line with our school mission statement:

"To provide a high quality education for all our children within a Christian environment."

In our school the teaching and learning, achievements, attitudes and wellbeing of all our children are important. We encourage all our 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.

It is vital that standards of achievement, for those children who are at risk of underachieving, are raised. High expectations support ethnic minority children to achieve their very best. Valuing their language and culture helps to improve children's self-esteem.

Our School Vision

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.

- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

Equality Act

St. James' Primary school welcomes its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to schools. The first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

St. James' C.E. Primary School has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We value every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens.

Aims and Objectives

The national curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the

knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school, and through following and teaching our school values.

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. This is in line with the requirements of the Equality Act 2010.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Teaching and Learning Style

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

In our school, teachers take action to help children who are learning English as an additional language by various means:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- Scaffolding is provided for language and learning.
- 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.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- 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.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Specialist EAL support is available for new arrivals from qualified staff where applicable.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.

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;
- Explaining how speaking and written English are structures 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 speaking and listening is used to support writing e.g. talk for writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- 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;
- Using visual support and interventions e.g.

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 and translators, readers and amanuenses;
- Assessing children and gaps in learning using Wellcomm.
- Support new arrivals using NASSEA
- Providing EAL interventions to support using Racing to English resources.

- Using preteach to support.
- Using the home or first language where appropriate.

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 rarely withdraw children from lessons to receive EAL support. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the teacher or teaching assistant works with groups of children, of whom only one or two may be EAL children.

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 language as well as in English;
- Providing opportunities for children to hear their home languages as well as English.

Opportunities are provided for parents to support their children's learning, including the provision of translations of important letters when appropriate.

We try to ensure that the ethnic minority children are included in all areas of the curriculum and that they are actively encouraged to take part in all aspects of school life.

School may request the EMAS (Ethnic Minority Achievement Service) team to support children with EAL in school, providing tailored one to one intervention and support for staff.

Assessment

The EAL coordinator and senior leadership team will monitor the attainment of children, identifying children at risk of underachieving, using ongoing teacher assessments, test results and tracking data. This data will then be used to determine if support is appropriate and to what extent it can be provided through resources and support programmes.

The EAL coordinator sets targets for raising achievement and will keep records of progress. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

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 tests at Key Stage 1 and 2 we can translate words or phrases that appear in the assessment materials or that the children use in their responses.

For the mental arithmetic test at Key Stage 1 and 2 we can provide a verbal translation of the test to children who have limited English, and who only recently joined school.

The senior leadership team will support to children during the Key Stage 1 and Key Stage 2 assessment period, providing any additional support needed.

NASSEA (2015) EAL assessment framework is used to help assess and support children to develop their speaking, listening, reading and writing where English is an Additional Language.

Where Special Educational Needs are identified, separate provision is made in accordance with the SEND policy.

Management

Staff are deployed appropriately and with flexibility so that children who need support can receive it at suitable levels and times.

Attendance of ethnic minority groups will be monitored, in line with clerical procedures.

Exclusions of ethnic minority children will be monitored.

In our school we respond to known extended absences by the provision of books/ materials. School can provide a young travellers pack for children visiting Pakistan or Bangladesh, courtesy of Blackburn and Darwen Education Authority. We work very closely with our parents to discourage long absences during term time - especially trying to avoid Year 2 and Year 6 statutory assessment test times.

Inset provision is made for teachers, bilingual assistants and early years staff, where needed. The EAL coordinator attends termly cluster meetings to keep up to date and informed of any recent changes, resources and available support.

Multicultural resources are provided throughout the school, and their use and effectiveness are monitored.

The class teacher's everyday planning/differentiation considers the needs of the children learning an additional language. Opportunity is actively sought to include examples from the children's culture in curricular schemes.

Learning and enhancing vocabulary using a range of strategies is now included throughout school and the use of preteach to support understanding for different learners, including those with EAL.

Recent developments in school:

- Talk for writing has been introduced to develop writing using actions and speaking and listening techniques.
- Talking Pens to help support communication and understanding.

- Staff have received training on the importance of developing and modelling spoken English and the use of preteach.
- Whole school focus on developing speaking and listening with raising the profile of vocabulary.
- Introduction and use of NASSEA (2015) EAL assessment framework.
- 'Racing to English' programme which was designed to support children with English as an additional language and has three stages of development throughout each key stage in school.
- Training and information in regards to supporting refugees and asylum seekers.

Checklist for New International Arrivals with EAL

Action		Tick/ Comment
Induction	Tour of school and classroom.	
	Introduction to key staff (including welfare) and class, including a buddy friend.	
	Basic needs, e.g. toilet, food, accident, feelings	
	Daily routines using visual timetable e.g. lessons, break time, lunch, home time	
	Greetings and introductions e.g. My name is ..	
	Celebrating first language e.g. teach class and staff some key words e.g. good morning, thank you	
	Parent meeting- support offered	
Friendships	Team building games with key adult and 3-4 peers.	
All About Me	My family	
	My house	
	My hobbies	
	Likes and dislikes e.g. food, sports	
Assessment	EAL NASSEA assessment to identify starting point and next steps. EAL coordinator observation in class.	
Oracy/ Listening and speaking	Daily intervention support. Visuals to support. Recording devices.	Google translate. Interactive online resources. First 1000 words dictionary.
Adaptive teaching and interventions	Oracy sessions	
	Racing to English sessions at least 3x per week.	
	Phonics sessions daily	
	Preteach support- new vocabulary	
	Knowledge organisers and word banks	
	Recording devices e.g. iPad, talking tins	
	Use of colourful semantics	
	Talking partners and small groups in class	
	Simple sentence construction with verbs e.g. The dog is eating.	
	Support with tenses- intervention	
	Scaffolded learning	
	Immersive reader using Microsoft Word	
	Alternative recording opportunities and devices available	
	Post teach to embed and check understanding	