English as an Additional Language Policy

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Version	Date	Reviewed by	Date of next review	Comments
1.0	January 2016	P&C Ctte	Spring 2019	
1.1	May 2020			Updated by K Laker
1.2	Autumn 2020	P&C Ctte	Autumn 2023	

Introduction / Mission Statement

At Kingslea Primary School, we value the right that everyone has to an outstanding education. We are committed to providing a whole school approach in making appropriate provision of teaching and resources for pupils for whom English is an additional language (EAL), and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

Kingslea Primary School will identify individual pupil's needs, recognise the resources and skills they bring to our school community and will value the child's experiences and differences.

Every child in our school has an entitlement to fulfil their potential through access to the National Curriculum.

We believe that language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages in order to help them build on their existing knowledge and skills. Many concepts and skills depend on and benefit from well-developed home language, which enhances subsequent acquisition of EAL.

Statement of aims and commitment

We aim to be a welcoming and inclusive school for all members of our community, including those with EAL and those without. We take pride in being both multilingual and diverse and actively seek to raise the profile of our EAL pupils, through supporting their social, cultural and linguistic needs, benefitting their academic achievements and aspirations.

We aim to ensure that all EAL pupils are able to use English coherently, confidently and consistently as a means of learning throughout all subject areas of the curriculum and use their own knowledge of other languages to support their education and wellbeing.

The objective of this policy is to support teaching and learning, planning, monitoring and assessment practices across the school as well as ensure the use of our resources within the wider community is effective in making our EAL pupils feel safe and valued.

Context

At Kingslea Primary School, approximately 25% of the school population are EAL pupils who are all at different stages of acquisition of English. There are approximately 35 different languages spoken in the family home. At present, the main home languages spoken are; Urdu, Malayalam, Polish and French.

At Kingslea Primary our definition of EAL matches that confirmed by the DfE (2016):
"A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community."

Key Principles for Additional Language Acquisition

Children learn best when they feel secure, happy, valued and listened to. This is central to any learning experience, especially one that includes learning an additional language.

Language develops best when it is used in purposeful and meaningful contexts across the curriculum. Teachers have a crucial role in modelling language through the use of high quality English. Language demands for tasks have to be identified, considered and planned based on previous assessment meeting individual needs. Teachers place great importance on the use of visual images and prompts to aid comprehension of the English language.

Effective and accurate use of language is crucial to the teaching and learning of every subject across the curriculum. Access to learning requires attention to words and meanings embodied in each curricular area. However, these meanings and understandings can not always be assumed but need to be explored.

Children acquire language through meaningful interactions. These interactions are not only with their parents and other adults but also with their peers. Children need to be surrounded by a rich variety of conversations.

Children should be encouraged to continue to learn and practise their first language. Without this foundation, both first and second languages can be delayed or disrupted. Children can express taught vocabulary in their first language, providing vital hooks.

Children with EAL are not a homogenous group and acquire an additional language over several years at different rates. Although children may have grasped basic interpersonal communication skills (BICS) using context cues, children's cognitive academic language proficiency requires further practice and exposure for up to another seven years. Children will still require continuing support even though they appear fluent in the additional language.

EAL teaching and learning

Kingslea Primary School recognises the entitlement all pupils have to a rich, diverse and inclusive curriculum. Our teaching and learning strategies are targeted towards the three key principles for developing an inclusive curriculum set by the National Curriculum's Inclusion Statement (2014):
1. Responding to diverse learning needs.
2. Setting suitable learning challenges.
3. Overcoming barriers to learning.

Primarily, all classroom activities have clear learning objectives and support. All lesson plans identify the demands of the National Curriculum and provide scaffolded opportunities, matched to individual pupils' needs. Resources are deployed to ensure that all pupils participate in lessons to the best of their abilities. Staff shall frequently review groupings and setting arrangements, to ensure that EAL learners have appropriate access to strong English language peer models.

We recognise the importance of focusing on vocabulary, specifically Tier 2 language (Appendix 1). Teachers model vocabulary in context, prompt the children for it, draw attention to it, use it and provide meaningful opportunities to use the vocabulary accurately. Similarly, key language features, which are necessary for effective participation, are identified and explored. These might be key words, certain patterns of grammar, use of language of forms of text. This is promoted in classroom displays, assemblies and extra-curricular activities.

All staff actively support children using their own language resources to make connections to similar known vocabulary and reinforce the assets of bilingualism amongst their students.

Provision to support our EAL learners is varied and meets individual pupil needs. All staff use a variety of support strategies to ensure curriculum access within the classroom environment. These include:
● Collaborative group work whereby children converse and reason in groups to complete a set task.
● Enhanced and meaningful opportunities for speaking and listening within the classroom including the use of talking partners.
● Making effective use of additional verbal support including repetition, alternative phrasing and peer support.
● Making maximum use of the classroom environment to provide additional visual support such as posters, objects, non-verbal clues, images and an interactive white board.
● Having access to bilingual resources including but not limited to, dictionaries, on-line support, dual language texts and key word lists.
● Encouraging the use of writing frames to support children's spoken and written sentence structure and giving the children regular opportunities to orally rehearse when writing sentences.
● Encouraging frequent opportunities for purposeful role play, including hot seating and debating.
● Where possible, the children's learning is planned so progression moves from concrete to abstract.

Outside the classroom and throughout Kingslea Primary School, provision for acquiring English proficiency is further supported in a number of methods:
● The school's '*Language of the Moment*' display is visible for all children to access and resources are available on the school network for staff to access and use with their class.
● The school's '*Young Interpreters Group*' have regular training to support new EAL children entering school or those that are at the early stages of acquisition of the English language.
● Events are held termly for EAL pupils to spend quality time together, sharing previous experiences and knowledge of their cultures and languages.
● Frequently assemblies celebrate the diversity across the school.
● Encouragement is given to children to learn about the world around us through frequently changing displays and targeted conversations between adults and children.
● Use of parents of EAL children to support in class with small groups or to participate in school-wide events, such as International Day.

Planning, monitoring and evaluation for EAL

At Kingslea Primary School, an EAL pupil's level of English proficiency is identified using the EAL Assessment Framework for Schools: Primary (provided by the Bell Foundation, 2019). This framework uses a detailed range of 'can do' statements in order to measure a pupil's listening, speaking, reading and writing skills (see appendix 1). A child's proficiency is then matched to a band from Band A (new to English) to Band E (fluent). Staff regularly observe, assess and record information about a pupil's developing use of the English language.

Whilst account is taken of the range of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These are frequently reviewed and subsequent targets are set. We aim to plan an engaging curriculum that uses effective strategies to target these individuals' needs.

Termly monitoring of EAL provision is thoroughly carried out in a multitude of methods including pupil interviews, learning walks and internal analysis of EAL attainment and progress. Evaluations can then take place to ensure a high standard of EAL provision across the school.

EAL Pupils with Special Educational Needs and those who are Greater Depth

We recognise that a child must not be regarded as having a special educational need solely because their home language is different from the language in which he or she is taught at school. We also understand that a child's academic achievements are not measured by the ability to speak English fluently.

We realise both, the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils. If it is appropriate, Kingslea Primary School will try and arrange an assessment in the child's first language.

Should special educational needs be identified, EAL pupils will have equal access to the school's SEND provision.

The school will make every effort, in conjunction with the Ethnic Minority Achievement Team (EMAT), to ensure that home language does not prevent the parents either from accessing information on their child's special educational needs or from putting forward their point of view.

EAL pupils identified as *Greater Depth* will have equal access to the school's provision and a challenging curriculum.

Assessment and record keeping

Staff at Kingslea Primary School have frequent meetings, both formally and informally, to discuss pupils' progress, needs and targets. This includes our termly meetings that staff have with the Inclusion Leader to discuss the needs and progress of their EAL pupils and to formulate appropriate targets.

At Kingslea Primary School formative and summative assessments establish pupils' academic achievements, English Language proficiency and provide a framework for tracking progress in English. This provides information that enables teachers to plan appropriate learning experiences.

Teachers gather information of the EAL pupils' social, cultural and linguistic backgrounds in order to contextualise assessment data, removing cultural bias which may cause results to be inaccurate.

We have a strong process that supports the integration of new arrivals. Upon arrival at our school, a portfolio is completed where we initially share information regarding the school day-to-day life and about the pupil through an informal meeting between the parents and the teacher. We aim to gather information about the pupil's linguistic background and competence in other languages, the pupil's previous educational and schooling experience and the pupil's family and biographical background.

We ensure the appropriate support systems are in place for our new arrivals including access to class buddies and mentors, whilst including the parents where required. Provision for pupils should be based on a meaningful assessment of their prior knowledge and experience as well as their language proficiency. These provisions for newly arrived EAL learners are not separate but integrated into all subject areas. We take the social, linguistic and academic needs of new arrivals and recognise the positive contributions they can make to our school community.

We carefully consider and sensitivity is given regarding the appropriateness of assessing EAL pupils at the earlier stages of English acquisition.

Resources

At Kingslea Primary School we are lucky to have a variety of resources to support our EAL provision to support children's acquisition of the English language. We have a number of displays which reflect linguistic and cultural diversity, including a 'Welcome display board' which is displayed at the front of the school to celebrate the language of new EAL children as well as including some key phrases/words in their language.

We have access to a range of resources, which are used to support pupils' linguistic development. These include interactive games, visual materials, scaffolded prompts and tasks, bilingual key word lists and computer software to create pictorial prompts. The school is also building a bank of dual texts and bilingual dictionaries.

Our school provides a selection of EAL provision materials for all age groups which are available on the school network including *Narrative Therapy*. These provisions are frequently used within the classroom and for individual programmes.

The EAL coordinator works in conjunction with the Inclusion Manager to ensure EAL resources are available on the school network and are updated regularly.

Parents, Carer and the Wider Community

As with all children, it is acknowledged at Kingslea Primary School that liaison with parents is a vital element in the creation of a home/school partnership to support learning in and outside of school. We understand that effective communication is the key. For parents of EAL learners we take this into consideration by:

- Providing a welcoming environment and actively seeking to put parents at their ease in what may be an unfamiliar or confusing setting.
- Monitoring letters, newsletters and other communication sent home to check that language used is clear and straightforward. Our staff also clarify certain points with parents, if required.
- Providing a simplified version of the school prospectus and welcome booklet with additional visual prompts, to support EAL families.
- Reading through letters (where appropriate) and explaining clearly what they are confirming with the child before they are taken home.
- Encouraging parental attendance at parents evenings, and participation in other school functions e.g. school assemblies, PTA activities, sports days etc.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with the wider community.
- Celebrating and acknowledging the achievements of EAL pupils and the diversity present through events such as End of Term Celebrations and International Day.
- Contacting the parents informally in the school playground to reinforce communication.
- Inviting parents into school to help with class activities e.g. reading, cooking, outings etc.
- Encouraging and recognising parental involvement with reading to and with their children, while using their first language to develop positive links between school and home.

Key responsibilities and staff development

The EAL coordinator with support of the school, has the responsibility of monitoring and providing support to members of our community regarding our EAL pupils.
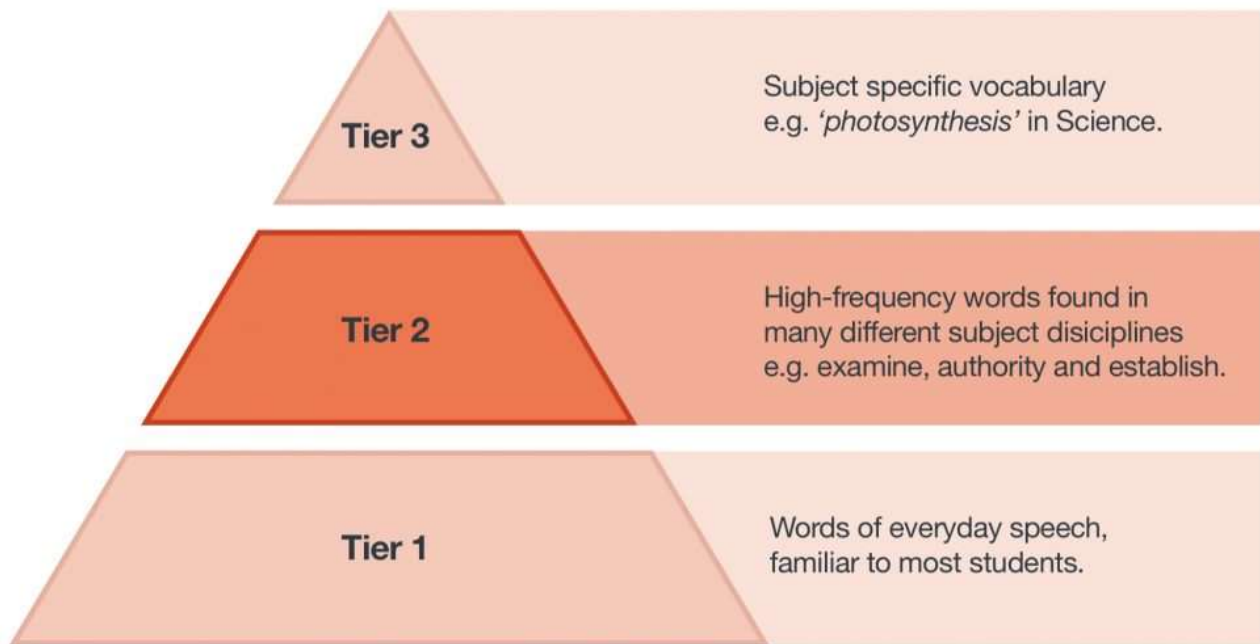
The EAL coordinator and Inclusion manager also ensure all staff including teachers and support staff receive frequent and up to date training and professional development both internally and externally to further develop their skills in providing appropriate and coordinated provision for EAL children.

Review and Evaluation of policy

School data will include relevant information on EAL pupils. This will include pupils' individual needs, level of English acquisition, support and provisions in place, achievement and progress. This will enable the school to monitor targets.

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

Appendix 1: Vocabulary Tiers:

Tier 3	Subject specific vocabulary e.g. *'photosynthesis'* in Science.
Tier 2	High-frequency words found in many different subject disiciplines e.g. examine, authority and establish.
Tier 1	Words of everyday speech, familiar to most students.

Appendix 2: Bell Foundation English Proficiency Bands

Listening:

CODE	Band A	Band B	Band C	Band D	Band E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing little or no disadvantage to English-speaking peers

Speaking:

CODE	Band A	Band B	Band C	Band D	Band E
	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English

Reading and viewing

CODE	Band A	Band B	Band C	Band D	Band E
	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas

Writing:

CODE	Band A	Band B	Band C	Band D	Band E
	Showing attempts at writing in English	Demonstrating basic skills of spelling and sentence construction	Demonstrating competence in independent use of vocabulary and construction of simple sentences	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level