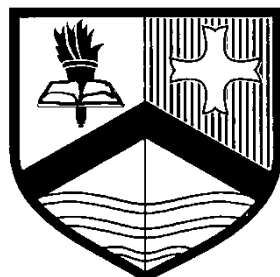


# Scraptoft Valley Primary School



## EAL Policy

### Mission Statement

**Working together to give every child an excellent education in a caring environment**



## **Developed by the Leicester City Primary EAL Network**

**Spring 2015**

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

### **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, education against racism and promoting language awareness.

The government's definition of an EAL learner is:

*'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'*

### **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.

### **Leicester Context: (current information March 2015)**

- Children and young people from minority ethnic groups account for 59% of all children living in the area, compared with 22% in the country as a whole
- The largest minority ethnic groups of children and young people in the area are Asian and Asian mixed and Black or Black British
- The proportion of children and young people with English as an additional language in primary schools is 49% (the national average is 19%)
- In 2014, there were 2,400 new arrivals to schools (750 from within the UK, 500 from within the EU and 1,100 from outside the EU)
- There are 169 languages spoken in Leicester city schools

### **Our School Context**

At our school there are 95 pupils who are learning English as an additional language. There are 20 different languages spoken.

Information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience

A member of staff is nominated to have responsibility for EAL. Currently this is Miss Jenny Ayres.

### **Key Principles of additional language acquisition**

*'EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.'* Ofsted 2014

- The home languages 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 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 continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### **Assessment**

- All EAL pupils are entitled to assessments as required. This includes an initial assessment within the first few weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored. If the pupil is in the early stages of learning English, they will be assessed using the step descriptors from the 'NALDIC EAL Formative Assessment Descriptors'.

### **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- 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 learners

### **Teaching Strategies**

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum.

- Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified.
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is alongside collaborative activities that involve purposeful talk and encourage and support active participation.

- The classroom is organised so that pupils have access to effective staff and peer models of spoken language. This includes placing EAL learners in appropriate groups.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, diagrams and graphic organisers.
- Additional verbal support is provided, e.g. repetition, modelling and opportunities for oral rehearsal.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, models, graphic organisers.

### **Special Educational Needs & Disability (SEND) and Gifted & Talented Pupils**

- Most EAL pupils needing additional support do not have SEND.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

### **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

### **Roles and Responsibilities**

All staff are responsible for ensuring that all pupils achieve their full potential. Specific roles and responsibilities with regards to EAL learners, will be detailed in the job descriptions of all staff.

Staff will be kept up to date with current, local and national EAL updates. There will be regular training for all staff on the needs of EAL learners.

### **EQUALITY AND DIVERSITY STATEMENT**

**(Please refer to our Single Equality Policy and equality objectives)**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)

- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

## **Review**

This policy will be reviewed every three years or revised in the light of any new legislation.