



All Saints Benhilton C of E Primary School

EAL Policy

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures. This policy will also highlight the use of resources and strategies used to meet the needs of pupils who have English as an additional language (EAL) and to raise pupil achievement.

Key Principles of additional language acquisition

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be explored and made explicit, through the use of additional resources if necessary.
- Language is cultural to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use this 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.
- 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 Education Needs.

Strategies

School/class ethos

- Every pupil's background and language should be celebrated to help boost their self-esteem.
- The pupil's mother tongue needs to be recognised as they have the potential to become a bi-lingual adult.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams will be given if appropriate.
- Pupils need to have the opportunity to use their mother tongue to explore concepts.
- Newly arrived young children need time to absorb English (there is a recognised 'silent-period' when children understand more English than they use-this will pass if their self-confidence is maintained).
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

Teaching Strategies

- Where applicable additional learning opportunities are offered through attendance at after school English club.
- Key language features of each curriculum area, eg key vocabulary, uses of language and forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, use made of drama techniques and role play.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling and peer support.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames and word banks.
- Provision for new arrivals is based on a meaningful assessment of their prior knowledge, experience and language skills.

Planning, Monitoring and Evaluation

- Planning should recognise the needs of children with EAL and indicate how these will be supported
- When planning the curriculum, staff to take account of the linguistic, cultural and religious backgrounds of families.
- Proficiency levels for all EAL learners are determined and submitted to the DFE on the EAL proficiency and language data census return annually.

Assessment

- All EAL pupils are entitled to assessments as required.
- Staff meet with the Head teacher to discuss pupil progress, needs and targets.
- Some pupils may be discounted from the school's results in line with DFE guidance.

Special Educational Needs

- All EAL pupils are entitled to assessments as required.
- Staff meet with the Head teacher to discuss pupil progress, needs and targets.
- Some pupils may be discounted from the school's results in line with DFE guidance.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- 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 development of their use of first language within their communities.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- Developing partnerships with parents and carers and communities e.g. bilingual library.

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