



All Saints Benhilton C of E Primary School English as an Additional Language Policy



Mission Statement

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

Approved by:	Chair of Governors on behalf of the FGB	Date: February 2020
Last reviewed:	January 2020	
Next review due by:	September 2022	

Aims of Policy

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At All Saints Benhilton, at least 40 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need. We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

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

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic - and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

- Key language features of each curriculum area, e.g. 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, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. 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

The class teacher is responsible for the assessment of all pupils in class. Teachers direct Teaching Assistants to provide additional, targeted support as appropriate.

- 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 and weekly reading project.