



St. Peter's CE Primary School

English as an Additional Language



Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

Introduction

At St Peter's it is recognised that there are a number of pupils with English as an additional language.

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

This may include:

- Pupils newly arrived from overseas.
- Pupils new to the area transferring school.
- Pupils who have travelled European routes to this country.
- Pupils who are British bilingual.

Our aims

The school is committed to ensuring that all our learners, including EAL learners, have their needs met and to raise pupil achievement and aspirations.

We aim:

- To give all pupils the opportunity to overcome any barrier to learning
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English, to be able to fulfil their potential.
- To encourage and enable parental support in improving pupil's language skills.

Context

A variety of first languages, other than English, are spoken by students in our school, including Urdu, Mandarin and Tamil.

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Key principles

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of pupils for whom English is an additional language.
- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To promote and encourage the development of the pupil's first languages to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals, and other strategies to support pupils' access to the curriculum. Across the whole school, Widgit will be used for visual timetable, communication boards, diagrams, maps, charts, pictures)
- To actively liaise with parents to help them to support their pupil's learning.
- To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners.

Roles and responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of EAL students' achievement and inclusion.

Admissions Officer

To obtain, collate and distribute information on new pupils to relevant teachers. This includes:

- Language(s) spoken at home
- From any previous setting, information on level of English studied/used (when possible).

Head Teacher

- To ensure that the school's policy is developed and effectively implemented.
- To ensure that all staff members are aware of the policy for supporting pupils with English as an Additional Language and understand their role in its implementation.
- To ensure that all staff members who need to know are aware of the pupil's EAL needs.

EAL Coordinator

The EAL coordinator's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- Ensure that all EAL pupils are integrated into classes and have full access to the curriculum (provide communication aids via Widgit in class and across school).
- Maintain a register of EAL pupils and ensure every EAL pupil has a completed EAL Toolkit
- Maintain an assessment data base of EAL pupils, showing abilities in Speaking, Listening and Understanding, Reading and Writing
- Maintain an assessment data base of EAL pupils showing progress in the above areas (and flag areas of concern if progress is not made)
- Keep up to date with new EAL resources, ideas and feedback to staff
- Be the point of contact for all members of staff regarding EAL provision

Teachers

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.

The role of the class teacher is to develop consistent approaches to teaching and learning in literacy skills and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons. This includes...

- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types such as fiction, non-fiction, instructions etc within their subject

Teaching and Learning

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. Pupils 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.

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Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Use the EAL Toolkit Stats to combine EAL interventions across classes and year groups
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Allow students time to practice new language
- Use visual support of all kinds, especially Widgit (visual timetable, communication boards, diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Special Educational Needs and students working at a high level of attainment

St Peter's recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the SEN policy.

Similarly, St Peter's recognises that there may be EAL students who are working at a high level of attainment even though they may not be fully fluent in English.

EAL policy

<https://eal.britishcouncil.org/teachers/school-policies>

<http://westminsterschool.co.uk/school-information/policies/eal-policy/>

http://arkatwoodprimary.org/sites/default/files/EAL%20policy%202014-2015_O.pdf