

Matthew Arnold Primary School



EAL Policy

1. Introduction

This policy outlines the teaching, organisation and management of English as Additional Language (EAL) taught and learnt at Matthew Arnold Primary School. The school's policy for EAL is based on DfE and LA guidance. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

2. Inclusion

Matthew Arnold Primary School believes that all pupils should have equal access to a broad and balanced curriculum regardless of race, culture or disability. This equality of access will be facilitated by:

- a. Setting suitable learning challenges
- b. Responding to pupils' diverse learning needs
- c. Overcoming potential barriers to learning and assessment for individuals or groups of pupils

Matthew Arnold Primary School will strive to respond to pupils' diverse learning needs in a variety of ways such as differentiation of the curriculum. It will apply Dyslexia Friendly techniques and strategies through its learning and teaching.

The Context of the School

A number of pupils at Matthew Arnold are learning EAL. Some may be new to English, some may already speak, understand or be literate in more than one language. Others will have previously been taught English as a foreign language. Different languages may be spoken within one classroom, and for newly-arrived pupils from overseas, levels of education — as well as levels of language learning — may vary widely.

3. Teaching EAL

3.1 Statement of Aims

Matthew Arnold Primary School believes in providing an inclusive education for all, which acknowledges and is enriched by the diversity of language, ethnicity, culture and faith of its pupils.

Through developing positive relationships between adults and pupils, we aim to meet the primary needs of all pupils, and especially those for whom English is an Additional Language, by helping them to feel safe, to feel settled, to feel valued, and to feel part of the class.

3.2 Key Principles for Additional Language Acquisition

We aim to ensure that all EAL pupils achieve their potential and where possible are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

We recognise that language is used in all types of learning across the curriculum and inclusive strategies must be provided to support additional language acquisition and first language maintenance, particularly in the use of technical vocabulary.

We also recognise the importance of giving newly arrived children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence has increased.

3.3 Teaching and Learning

Key Messages:

- The best place for pupils to learn English is in the mainstream classroom with the broad curriculum as the context. Any English language support for children who are new to English should be based around the language they require to access the curriculum.
- EAL learners should be given opportunities to use their first language for learning, when this is deemed appropriate.
- Whenever possible, children learning EAL need to be provided with achievable tasks that provide appropriate age-related cognitive demands.

Possible Strategies:

- Use visuals, actions, gestures and real objects to support meaning
- Using culturally relevant resources and learning materials
- Use active tasks (e.g. drama)
- Use practical tasks with opportunities for speaking and listening
- Careful pairing (adult or peers) for speaking activities so there are good role models of English
- Grouping EAL learners who share the same home language
- Vary the activities in a lesson
- Identify key vocabulary and teach it explicitly
- Translate key vocabulary
- Anticipate language demands that might create difficulties, e.g. language structures and tenses
- Provide models of the language the child will be expected to use
- Use bilingual dictionaries and texts, where appropriate
- Promoting thinking and talking in first languages to support understanding
- Use assessment for learning processes

3.4 Planning

The planning involved in bringing pupils up to speed with curriculum subjects must take into account factors such as:

- Age
- Previous experience of schooling and curriculum content
- Knowledge of other languages
- Levels of literacy in their first or other languages.

The learning context can be made more supportive for children new to English through the use of a range of scaffolding strategies and targeted support from teachers and LSAs.

Where appropriate when planning, teachers need to identify the language demands of a lesson, decide how to model that language and then plan opportunities and support EAL learners to use at least some of that language in a meaningful way.

Planning and teaching of EAL learners should be based on evidence gathered through a variety of assessment approaches.

4. School and Class Organisation

4.1 More Able Pupils

The school recognises that there may be EAL pupils who are gifted and talented even though they may not be fully fluent in English. More able pupils will be taught with their own class and stretched through differentiated work and extra challenges.

4.2 Pupils with Additional Needs

Teachers will involve all pupils through differentiation. Support for EAL pupils will be provided by LSAs, paired or group work. In some circumstances pupils may be withdrawn from the classroom by LSAs or EAL specialists for intensive vocabulary work or individualised programmes.

4.3 Pupils with Special Educational Needs

It is important to make a clear distinction between EAL pupils and those with special educational needs (SEN). If a pupil learning English as an additional language is discovered to have SEN through assessment of their learning achievements, teachers and specialist language staff should work closely with the SEN co-ordinator to enable the pupil to reach their full language potential.

4.4 Early Years Foundation Stage

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write, must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so. We aim to provide opportunity and encouragement in communication, language and literacy in both indoor and outdoor environments and use a variety of bilingual resources and strategies.

4.5 Learning Support Assistants

It is the class teacher's responsibility to plan and brief learning assistants on their role within a particular lesson e.g. supporting EAL pupils. It is desirable that wherever possible Class Teachers and LSAs should plan activities together, especially when pupils are withdrawn from the main part of the lesson.

4.6 Resources

We have a range of bilingual resources across school to support EAL learners and promote the value we place on home languages.

Whenever possible we aim to ensure effective communication with parents and carers, through translated texts and liaison with bilingual staff.

Online guidance

A good amount of guidance and resources can be found online for EAL pupils and teachers.

The **Qualifications and Curriculum Authority (QCA) website's EAL section** offers guidance for EAL teachers planning inclusive lessons for new pupils who do not read, write or speak English. This includes the recommended use of ICT in the classroom, as well as lists of useful publications and resources for bilingual teaching and learning.

The **National Association for Language Development in the Curriculum (NALDIC)** provides a range of up-to-date advice, linked to classroom resources and research, guidance and information on teaching pupils with EAL. For those interested in specialising in the area, it provides this **list of accredited postgraduate EAL courses**.

Supporting Pupils Learning English as an Additional Language, which is split into six modules including:

- raising the attainment of minority ethnic pupils
- whole class teaching
- effective use of additional adults
- guided and supported group work
- new arrivals and isolated learners
- use of the first language in the literacy hour.

Further links

EMA: Online support for ethnic minority attainment: Provides resources and support aimed at children and young people with English as an additional language and those from minority ethnic backgrounds

Teachernet's **Points to remember when supporting pupils with EAL:** A useful list of basic principles

Oxford Reading Tree Online: An online reading scheme with interactive stories and activities

4.7 Information and Communication Technology

EAL teaching and learning will be enhanced where appropriate through using digital texts, presentation tools, digital audio and visual recordings, interactive whiteboards, internet research, educational websites and creative applications.

4.8 Assessment

Early Years Foundation Stage assessment is linked to pupil profiles and evidences child-initiated learning. Assessment in Key Stages 1 and 2 will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

4.8.1 Short-term assessments will be an informal part of every lesson. Assessment for Learning (AfL) is recognised as central to classroom practice. We will use assessment in the classroom to raise pupils' achievement, based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Our Feedback Policy is used to make children aware of the successes in their work and clearly inform them of next steps.

4.8.2 Medium-term assessments will be used to measure termly progress in literacy, numeracy and science. Salford reading and NFER spelling tests are also used to measure termly progress.

Standardised spelling age / reading age tests may also be used to give a baseline assessment for newly-arrived EAL learners.

4.8.3 Long-term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. These will be made through teacher assessment in Year 2 and National Curriculum tests for pupils in Year 6, optional QCA tests in Years 3, 4 and 5. Information will then be reported to parents and the child's next teacher.

5. Management of EAL

5.1 Role of the EAL Co-ordinator

- To provide regular reports to the governing body on pupil progress and standards across the school
- To liaise with the LA consultants and relevant agencies to ensure appropriate support is available to, and accessed by, school
- Keep the governing body informed about developments in EAL provision
- Monitoring of standards and progress.

5.2 Role of the Head Teacher

- With the coordinator, keep the governing body informed about developments in EAL provision
- With the coordinator, to set targets for pupil progress and report on these to the governing body
- Deploy support staff to maximise support for EAL learners
- Ensure communication with parents and carers

5.5 Role of Governors

- To oversee the quality of EAL provision
- To ensure that the core values of the school are embedded
- To consider curricular issues which have implications for Finance and Staffing, making recommendations to the relevant sub committees and/or the full governing body

This policy is available in alternative formats on request