

The Woodside Academy

Policy for ensuring EAL learners achieve their full potential in school

Background Information

Woodside Primary School and Children's Centre is a multilingual, multicultural school where at the time of writing approximately 42% of the children are children for whom English is an additional language. This percentage is increasing on an annual basis. More than 40 languages are spoken. At the time of writing the dominant languages are Urdu, Tamil, Polish, Romanian and Turkish. However, there are some isolated EAL children where they are the only speaker of their home language in the class. There is a diverse ethnic and racial mix, with the largest ethnic group being white British. The next largest groups are other white, black African, white/black mixed Caribbean, and black Caribbean.

Definition

English as an additional language (EAL) includes children for whom English is not the first language spoken at home, and children who are bilingual.

Aims:

- To create a welcoming and supportive environment which will encourage all children to participate fully in all areas of school life
- To value and respect the cultural and linguistic identities of all children, and use these to enrich the learning of all
- To develop the oral and literacy skills of all children so that they can understand and use English confidently and competently across the curriculum, and maximise their potential in all areas of school life
- To be aware of the specific learning needs of all children
- To ensure that EAL and EM children receive the right experiences so that they can achieve the aims stated above

Equal Opportunities

EAL children are entitled to the EYFS, KS1 and KS2 curriculum. All teaching and teaching support staff are responsible for the language development of EAL children. We value and respect the cultural and home experiences of all children and these are celebrated through both class based and school wide activities. The continued use and development of a child's home language is an essential part of a child's linguistic development. We promote the use of home languages in the school environment wherever possible. It is crucial to reflect the cultural and racial backgrounds of all our pupils as this reflects the home lives of all our children.

Admissions

On admission information is requested about the child's linguistic and ethnic background. Any new EAL child is referred to the school's EAL team who in conjunction with the class teacher carries out an initial linguistic assessment of the child to determine their level of English acquisition. Information about previous

schooling and family background is also gathered where possible. Every newly arrived EAL child will receive a Welcome Pack and be encouraged to access the 'languagenut' website to develop English skills. Each newly arrived EAL child will be paired with a 'buddy' preferably with the same home language. The EAL team will put in place appropriate support in agreement with the class –teacher. Within 6 weeks of entry EAL pupils will be assessed using the NASSEA EAL Assessment Framework.

The role of the EAL team:

- To maintain the EAL list
- To support the induction of new EAL children to the school using the Welcome Pack.
- In addition to class teacher and teaching assistant assessments, the EAL team makes termly assessments of progress using the NASSEA EAL Assessment Framework and records it in the child's individual record. This information is also stored on SIMS. These assessments are used to inform planning.
- To provide EAL intervention maps linked to assessment data.
- To communicate with parents of EAL learners to give advice on how to support their child at home. To provide interpreters where required if possible.
- To monitor and review the child's progress through data analysis and prioritise support.
- To support class teachers to provide additional English language teaching through activities specific to the individual child's needs.
- Teaching support will take place in the classroom and in withdrawal for group activities.
- To maintain and update EAL resources and promote use in classes.
- To act as a contact point and source of information and INSET training to improve the expertise of all staff working with EAL children.
- To attend relevant INSET and feedback to staff as appropriate.
- To work with the Senior Leadership Team through the Inclusion Managers in identifying particular issues that might impact unfavourably upon attainment.
- To identify in conjunction with the Inclusion Managers any EAL children who may also require SEN support.
- In conjunction with SLT, identify EAL pupils who may have additional time and adult support to complete KS1 and KS2 formal assessments (SATS etc).
- The school has a duty to write an Action Plan detailing the action it plans to take to address identified issues affecting EAL children.

EAL

EAL learners work in a variety of whole class and small group situations.

There are three main strands to the English curriculum:

- Speaking & Listening
- Reading
- Writing

EAL learners will receive support in all three areas, as appropriate to their age and developmental level. Work is inter-related across these three areas so that one area

supports development in another. In addition the children will be using English across the curriculum and throughout the day. We acknowledge that some EAL learners may go through a 'silent' period where they are acclimatising themselves to a new language environment. We know that children need support to develop their social and academic English skills and this can take up to 7 years. We acknowledge that all learners of English, at whatever level, benefit from continuing support in order to reach their full potential.

Teaching Strategies for supporting EAL learners

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Use of home language is promoted to explore the curriculum where appropriate

Resources

The teaching and support staff are the fundamental resource for raising the achievement of EAL learners.

Multicultural and language resources are found in all classrooms across the school and are available for use by all staff.

EAL resources are available in the LP PPA room.

Bilingual books are available in the libraries of the LP and UP. Bi-lingual books are also available in the Nursery.

Policy to be reviewed every 2 years by EAL teacher – currently Becky Large