



Stokes Wood Primary School EAL Policy

Rationale

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At Stokes Wood Primary School, teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;



- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children

Induction process

Office liaises with Assistant Head Teacher to arrange a date and time for parent/carer to come for a tour of school.



Parent and carers meet with Assistant Head Teacher and an interpreter if necessary. Gather background information about new pupil. Issue school prospectus and relevant paperwork. Share school website and show google translate. **Agree a start date with parents.** Ensure pupil information is passed onto the correct teacher.



Take pupil and family on a tour of the school, meet class teacher and other pupils if appropriate. Explain uniform requirements, school meals, PE kits. Using a pictorial representation of the uniform would be helpful. Advise teacher of the start date. Inform class teacher of new pupil, giving name and basic details.



Once the pupil has started ensure they have a buddy in class. To meet with new pupil within the first week to check in and complete any assessments that may be needed or gather further information.



Curriculum access

All children at Stokes Wood Primary School follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, together with those children who are English speakers who also require speech and language development. (Fun time, Let's Talk interventions, Read Write Inc. Lexia.)

The Early Years Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary where appropriate;

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures for EAL children, monitoring the progress made at least half termly, then highlighting children in need of targeting for focus support.

Where 'Proficiency in English' is required, schools can assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency outlined below and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to:

- **New to English [Code 'A']:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition [Code 'B']:** May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.



- **Developing competence [Code 'C']:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **Competent [Code 'D']:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
- **Fluent [Code 'E']:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

This is not mandatory.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.