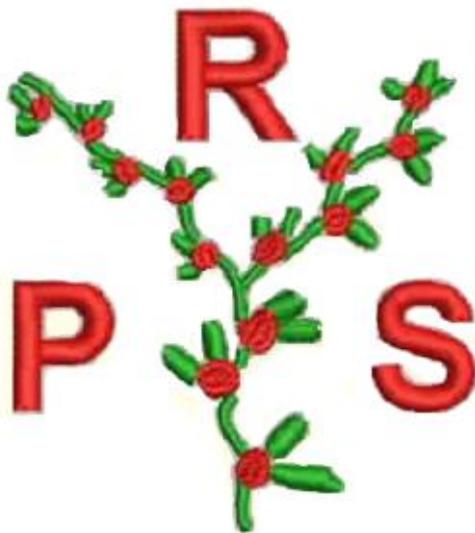


Roseberry Primary School

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Policy for Pupils with EAL

Approved by the Governing Body:	March 2015
Interim Review:	January 2018
Review Date:	January 2020
Head teacher:	Maggie Fearnley

Roseberry Primary School

Policy for English as an Additional Language

Roseberry Primary School has a population of mostly white British pupils (97.0%) with only a small percentage of pupils for whom English is an additional language (1.5%). We do however recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

Guidelines for good practice

Background information

Some definitions for English as an Additional Language Learners;

- An EAL child is a learner of English whose first language is not English. 'First language' is the language to which the child was initially exposed during early development and continues to use this language in the home and community.
- If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.
- Bilingual is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages.

Source: Aiming high: raising the achievement of minority ethnic pupils (DfES 0183/2003)

- It takes on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence.
- Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex texts containing unfamiliar cultural references and write the academic language needed for success in examinations take much longer.
- A wide spectrum of school pupils make use of EAL teaching.
- Some may be new to English and even unfamiliar with the alphabet.
- Some may already speak, understand or be literate in more than one language.
- Others will have previously been taught English as a foreign language.

How parents and carers let the school know that their child is a child with EAL

- Parents indicate that their child is one with English as an Additional Language on the data entry sheet on arriving at the school.
- The class teachers are then informed once the children have arrived in school and into the class.

New Arrivals with little or no English

- Integration into the school of EAL pupils at the early stages of acquiring English is essential.
- New pupils should be introduced to the class teacher, teaching assistant and class upon arrival.
- New pupils should feel welcomed with a special friend.
- Any background information received from previous schools or from parents will be shared with the class teacher, teaching assistant and other relevant staff in order to aid integration. This includes any data received.

- The importance of home school links cannot be underestimated. In some cases, parents will need to be helped to find out about the education system and encouraged to work with the school to help their child. Families must be supported to feel confident in approaching the school. Early contact between parent and class teacher is essential, with translation from a family member or friend if necessary.
- Pupils in the early stages of learning English who are literate can be encouraged to record work in their mother tongue, if appropriate to the task, making steps to writing in English as they become more proficient.

For all EAL learners –

The Role of the class teacher

- Teachers are responsible for providing first quality teaching for all pupils in their class. This includes groups such as those with English as an additional language.
- Teachers are responsible for planning tasks that match all children's learning, whatever their ability.
- Teachers use techniques such as exciting hooks, preview, word lists, modelling and demonstration and visual aids in order to aid EAL learners. These are placed onto the planning.
- Teachers are responsible for assessing all children and providing data in the autumn, spring and summer terms.
- Advice and support will be sought via the Deputy Head teacher (SENCo lead) where an EAL child has made very little or no progress.
- Teachers will provide a supportive learning environment and encourage children to share the culture, language and religion.
- Teachers will provide effective models of spoken and written English, providing speaking and listening opportunities to use in the English language in collaborative, nonthreatening contexts.
- Occasionally, an EAL pupil also has special educational needs. In this instance, the pupil will be referred to the SENCO for assessment and inclusion on the SEN register.

The Role of the Teaching Assistant

- TA's have impact on all learners. Teachers deploy the TA according to the learning needs of the class for that lesson. This will at times be with EAL learners.
- Class teachers manage TA's on a day to day basis, ensuring that planning is shared on a weekly basis. Occasionally, they will be deployed to work with EAL children.

The Role of the Leadership Team

- The leadership team have overall responsibility for analysing termly data. This information is used to support pupil progress meetings that identify support needed.
- The leadership team will monitor EAL provision across the curriculum.
- The Senior Leadership Team will draw up action plans as necessary to support the needs of EAL pupils.
- The leadership team will keep up to date with all relevant training and research/publications relating to EAL with Ethnic Minority Achievement.