



North Wolds Federation

English As An Additional Language (EAL) Policy

October 2020

	<p style="text-align: center;">Market Rasen Church of England Primary School</p> <p>Our inclusive school community puts our Christian values at its core and endeavours to develop all members to be wise, happy and spiritually aware individuals who can achieve their dreams and goals.</p> <p>Working with our local community, we care for and educate each person, respecting individual differences.</p> <p>As Jesus welcomed all, so we welcome everyone into our school and strive to send them out prepared to be good citizens in today's diverse society.</p> <p style="text-align: center;">We are preparing for a brighter tomorrow.</p> <p>Start children off on the way they should go, and even when they are old they will not turn from it. (Proverbs 22:6)</p> <p style="text-align: center;">Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness</p>
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	<p style="text-align: center;">Nettleton Community Primary School</p> <p style="text-align: center;">To try our best at everything we do.</p> <p style="text-align: center;">Caring, Respect, Commitment to Achieve, Co-operation Happiness, Independence,</p>
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Policy Approved on : 19/10/2020

Head teacher Signature :

Chair of Governors Signature :

Policy Review Date : 03/2023

www.marketrasen.lincs.sch.uk

www.nettleton.lincs.sch.uk

www.northwoldsfederation.co.uk

Introduction

In our Federation, we encourage all of our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. We currently have a small minority of children who have EAL in our Federation. We realise that they may 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. The school values the contribution of our EAL children make through bringing their culture and language to enrich our school environment. The school will provide the means for children with EAL to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

Aims and Objectives

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-fulfilment and development as reasonable citizens. We promote the principles of fairness and justice for all through the 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.

We aim to:

- Ensure that the school (in its wider sense) is welcoming
- Assess individual children for cognitive level, education background and linguistic repertoire
- Establish communication links with home and family and to identify cultural and religious background
- Provide appropriate support as deemed necessary
- Ensure that every child's culture and language is valued
- Monitor and assess progress appropriately and regularly to check that the children have the opportunity to achieve their full potential for learning
- Liaise with other phases of education as appropriate
- Keep all staff informed by providing opportunities for information sharing/gathering.

Teaching and learning style

In our Federation, the entire staff will be made aware of the cultural needs of children with EAL and every effort will be made to support the children in settling in. Our teachers will take action to help children who are learning English as an additional language by various means:

- 1) 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;
 - 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 learning;
 - 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;
- 2) 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;
 - taking into account the children's educational background and ensuring that work is differentiated to suit their intellectual ability, being mindful of their level of English usage.
- 3) Ensuring their cultural needs are respected alongside the Christian ethos of the school by:
 - including reflection of other cultures as part of the curriculum (RE)
 - having parents information booklets on display where appropriate and available
 - promoting language awareness throughout the school
 - having available dual language notices and books where appropriate and displaying pictures reflecting different cultures
 - being sensitive to cultural needs

Curriculum Access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work but it may be differentiated.

Teaching Strategies

- 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, eg 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, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg 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, eg talk frames, writing frames.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The 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;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.

Assessment

Our Federation uses the P scales (PIVATS) and the National Curriculum expectations to measure English language competence for EAL children. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

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

In the mathematics tasks and tests at Key Stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses.

For the written mathematics tests at Key Stage 2 we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.

The Role of the SENDCo

Federation assessment procedures will be regularly reviewed to ensure they are not biased. Only EAL, or bilingual, children who have additional needs will have their names added to the school's special needs register. All bilingual children will be reviewed termly to ensure their progress is maintained by setting targets to reflect their level of understanding. Whenever possible contacts with pre-school and transfer schools will be arranged to exchange information relating to linguistic and cognitive understanding, support that has been given and how parental partnership has developed whilst at our school.

Home Contact

Home-school links will seek to:

- provide clear information about the school and its procedures
- establish mutual respect for culture and values
- liaise with county support with a non English speaking family where appropriate.