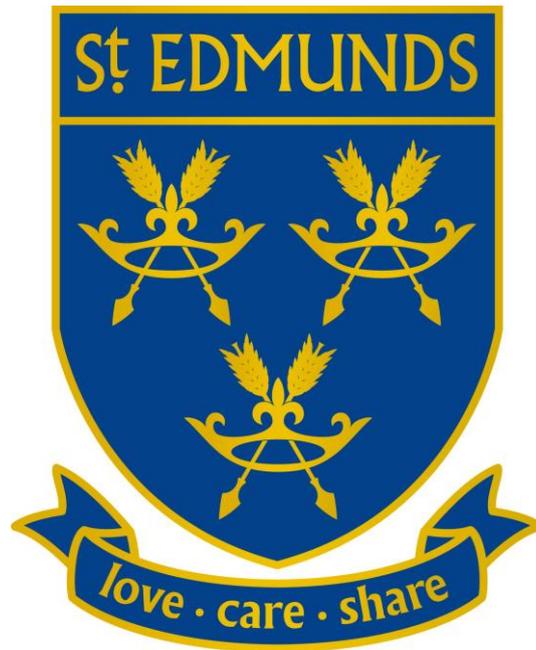


St Edmund's Catholic Primary School



EAL Policy

February 2015

St. Edmund's Catholic Primary School

Policy for pupils with

English as an Additional Language

Many of the pupils attending school at St. Edmund's have English as an Additional Language (EAL) and a range of ethnic backgrounds are represented. It is our intention that these differences should be celebrated and any resultant needs addressed. The Governors have appointed an EAL Leader to oversee the provision we offer. We recognise the importance of developing fluency in one's first language and how this forms a firm basis for the development of any further languages. To this end parents will always be encouraged to support and develop fluency in the first language. The School is committed to maintaining the bilingualism of pupils wherever it can.

AIMS:

- To welcome and value the cultural, linguistic and educational experiences which pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum so that they will not fail to reach their full potential due to English being their second language.
- To support EAL pupils in becoming confident and fluent in English in order to be able to fulfil their academic potential.
- To monitor pupils' progress systematically and use the data in decisions about classroom management, curriculum planning and provision.
- To maintain pupils' self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.

Practice:

Pupils learning English as an additional language are entitled to the full National Curriculum. English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in class activities from the start. All teachers are responsible for planning strategies to support the language development of pupils with EAL and their access of the curriculum.

It will be important when pupils join the school in classes other than Year R, that they are given time to settle in, particularly if these pupils have recently arrived in the country.

On the basis of information gathered, pupils will be grouped and supported appropriately. Grouping will be organised to provide opportunities for interaction with good language models. In the first instance, children will be supported in basic conversational English as required. Thereafter, second level acquisition skills will be supported to enable understanding of, and access to, the curriculum in its entirety.

Support will be provided largely through co-operative teaching between class teachers and Teaching Assistants (TAs), working with small groups which are not exclusively EAL children. This allows children to continue interaction with all peers, developing language both formally and informally, receiving support specific to their individual needs either within, or outside of, the normal classroom situation and when appropriate.

Written work will be preceded by modelling, shared work, scaffolding and oral and mental rehearsal. Visual aids will be used to support the learning of pupils in the early stages of acquiring English. The allocation of resources to support the teaching of EAL will be provided through the EAL budget.

The EAL Leader will consult with class teachers to identify needs and share in the planning process for class, group and/or individual programmes of study as appropriate.

Gathering Information

The EAL Leader will be responsible for maintaining a register of pupils who have English as an Additional Language and the various ethnic groups represented among the pupils.

Strategies for staff working with pupils who have English as an additional language:

School/class ethos

- Recognise the child's mother tongue; boost the child's self-esteem.
- Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

Observe the pupil's competence in English in relation to the NC standards and expectations as soon as possible.

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that some EAL pupils may need more time to process answers.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this is acknowledged and work is done to ensure that self-confidence is maintained and developed so that children move on to the next stage of language acquisition as quickly as possible.
- Teachers to use visual aids and real objects as far as possible to support understanding.

- Ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

Parents

As a school we want to develop strong partnerships with our parents. We encourage parents to work with their children and use their mother tongue to explore concepts. To ensure that they can access information regarding their children, we can provide translations and interpreters where necessary. We also provide or sign post parents to English as a Second Other Language classes (ESOL). We want families to feel confident about approaching the school so, where possible, parents are supported in making links with other parents who speak the same language so that they can gain support from each other and not feel isolated.

This policy will be reviewed in June 2017 by the EAL Leader.