



# Dog Kennel Hill PRIMARY SCHOOL

## EAL Policy

<b>Date of issue</b>	March 2021	<b>Date of next review</b>	March 2023
<b>Person responsible for updating this plan</b>			

Copies of this plan are held by:

<b>NAME</b>	<b>DESIGNATION</b>

## STATEMENT OF AIMS

Dog Kennel Hill Primary School is an inclusive school that is committed to making appropriate provision for pupils for whom English is an Additional Language (EAL) and for raising the achievement of ethnic minority pupils and bilingual pupils. Being a speaker of more than one language is no disadvantage to educational achievement and indeed multilingualism is associated with success. This school acknowledges the importance of community languages in their own right. The school also recognises that these pupils may be at risk of underachievement. The school will identify pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

### **We aim to:**

- Integrate all new children into the school to ensure that they feel safe, happy and achieve well academically.

### **To ensure that bilingual pupils as well as those who speak EAL are also able to:**

- Use English confidently and competently
- Use English to access learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

## THE CONTEXT OF THE SCHOOL

Dog Kennel Hill Primary School is an inner city school that has a strong heritage of promoting equality and celebrating diversity. A wide range of languages are spoken by our pupils. Many of our children have a home language in addition to English and may at some time receive additional support to help in English acquisition.

### **Key Principles for Additional Language Acquisition**

- Language is used and developed within purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks are identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All language, dialects, accents and cultures are equally valued.

## TEACHING AND LEARNING – PLANNING AND DIFFERENTIATION

Class teachers differentiate the curriculum to meet the needs of all pupils including those who speak EAL. Scheduled meeting time is available in the morning to ensure that information is communicated to support staff. Plans identify appropriate differentiation strategies.

Particular attention is given to key language features, which are necessary for effective participation. These might be key words, grammar, and use of language forms of text.

Children with EAL may receive additional support in class from a class-based Teaching Assistant. This person will use concrete aids and pictures to enable children to access the curriculum.

The Language Support Assistants will also support children who speak EAL (particularly new arrivals). This support may be in class to access class learning, or through a withdrawn session that has a focus on teaching children to speak the English Language. They may also run additional reading, phonics, and writing interventions.

## LITERACY AND NUMERACY

Clear learning objectives are set within all lessons. Succinct success criteria is used with all pupils to enable them to have clear guidelines about what they need to do to achieve well. The appropriate support and resources are deployed to ensure that all pupils are able to participate in lessons. Teachers review groupings carefully to ensure that children have access to strong English Language peer models.

## STRATEGIES

Staff use support strategies to ensure curriculum access. These may include:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. poster, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- Bilingual resources, e.g. dictionaries, key word lists, bilingual children/staff.
- The use of writing/speaking frames
- Opportunities for role play and drama
- Regular feedback from staff and peers
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract

- Further support for pupils' language development is provided by specialist Language Support Assistants

## PLANNING, MONITORING AND EVALUATION – INITIAL ASSESSMENT

**On entry to the school information is gathered about:**

- The pupil's linguistic background
- The pupil's competence in their home language
- The pupil's previous educational and school experience
- The pupil's family and biographical background

Depending on the age and previous experience of New Arrivals, the following informal/formal assessments may be conducted with the aid of an interpreter:

- Hold an informal conversation about themselves
- Describe in their own language simple picture scenarios
- To read a dual language text in their own language
- To write in their own language about themselves and any questions that they would like answered about the school
- To write a short story of their own choosing in their own language
- To complete a maths assessment or informal maths activities depending on their age and previous school experience

These assessments are carried out to ascertain general competence in speaking, reading, writing and mathematics.

## SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS

The school recognises that most pupils who speak EAL needing additional support do not have special educational needs. However, should additional needs be identified during assessment, pupils who speak EAL will have equal access to the school's SEN provision.

Similarly, the school recognises that pupils who speak EAL may be academically talented even though they may not be fully fluent in English.

## EYFS

Children new to English within Reception and Nursery will be assessed alongside their peers using the Early Years Foundation Stage profile.

## ASSESSMENT AND RECORD KEEPING

The needs of pupils who speak EAL is discussed termly with the Senior Leadership Team and Class Teacher during Pupil Progress Meetings.

The school will ensure that pupils who speak EAL have access to statutory assessments, making full use of special arrangements including support where appropriate.

The school analyses EAL/Bilingual and Ethnic minority pupil's achievement regularly and evaluates the effectiveness of additional support provided in terms of pupil progress.

## PROFICIENCY IN ENGLISH

The following descriptors are to be used to make judgments about proficiency in English. This is not just an assessment of spoken language but also of literacy. This information is no longer collected for school census.

# A

### New to English

- 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.

# B

### Early Acquisition

- 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.

# C

### Developing Competence

- 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.

# D

### Competent

- 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.

# E

### Fluent

- 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.

## RESOURCES

A range of resources are used to support pupils' linguistic development e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, computer software etc.

The school have a bank of EAL resources that is accessible to all teaching staff.

Displays and resources reflect linguistic and cultural diversity and support language development.

## PARENTS/CARERS AND THE WIDER COMMUNITY

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parent/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.

We aim to ensure that our written and spoken communications with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our pupils who speak EAL.

## STAFF DEVELOPMENT

The school will enable all staff to undertake professional development to ensure that provision for pupils with EAL is appropriately delivered and coordinated.

The School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of ethnic minority/pupils who speak EAL.

## REVIEW AND EVALUATION OF POLICY

School data analysis will include relevant information on ethnic minority pupils/pupils with EAL and will ensure that their achievement and progress are monitored carefully. This will enable the school to set appropriate targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

## TERMS OF REFERENCE – ETHNIC MINORITY PUPILS

This group of pupils are all of those excluding pupils with English, Scottish or Welsh heritage.

## **BILINGUAL PUPILS**

These pupils use two or more languages in their everyday lives. English may be their first language or their main language and other languages are also spoken e.g. most Yoruba speaking pupils are bilingual rather than having English as an additional language since English is the medium of instruction in Nigerian schools.

## **PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

These pupils are adding English to their language repertoire.