GRIMSDYKE SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction:

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language this includes recognising and valuing their home language and culture. We are aware that bilingualism is strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, an inclusive approach to education, and promoting language awareness.

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), and so to raise pupil achievement.

Context

At Grimsdyke EAL pupils come from a variety of backgrounds. Some are from well-established communities and are second or third generation while others are new to the language and culture of this area. Some EAL pupils are isolated learners and may be the only speaker of their language in their class or school.

Some pupils have attended school in their home country and are literate in their home language on arrival; whereas some may have had no previous formal education at all.

At our school there are around 13% of pupils who are at the early stages of learning English as an additional language and are on our EAL register. However there are significantly more children who are bilingual learners. Approximately 36% of the students are registered with the school as having a home language which is not English.

EAL provision

The needs of these students vary – many are from the second or even third generation of English speakers in their family and their English is good. These children are advanced learners of English as a second language. English may be spoken at home widely by family members.

Some pupils who have parents who use a different language extensively at home and in the community, have been brought up to have English as their first language

Some pupils have transferred to Grimsdyke as non-English speakers or arrive to start school having never spoken English in their home.

Information is sought about pupil's linguistic background, pupil's previous educational experience, home language.

Members of staff are nominated to have responsibility for EAL – currently this is the Inclusion Manager and an EAL Teaching Assistant.

Children who arrive in class with little or no English are supported in the first few weeks by a teaching assistant during lessons. The child will be paired with a good role model both in class and at break times.

There will be opportunities, where it is practical, to arrange liaison sessions with other pupils who speak the same language to provide peer support.

Whilst most support for non-English speakers comes from their peers, and their class adults, there may be some sessions available with other adults to provide some additional language support. However school believes that total immersion into the class alongside peers and an adult are the most beneficial approach to new learners of English.

Staff are supported by a school EAL Handbook which outlines recommended methods and strategies to make the new pupil feel at ease and ready to learn English.

ICT Resources such as 2 Simple – 2 Start English and Race to English are available to all members of staff to support new learners of English.

It is recommended that good use is made in classrooms of pictures and labelling for all lessons and incidental language. All staff are updated regularly on new resources.

Key Principles of additional language acquisition

• EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

• Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. Some pre teaching of technical vocabulary will be put in place.

• Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

• Students who are new to English will often need a 'silent phase' where they listen and assimilate language before they will vocalise in English. During this period sign and visuals as well as peer support can be used to facilitate communication.

• Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for several years.

• Language develops best when used in purposeful contexts across the curriculum.

• The language demands of learning tasks need to be identified and appropriate differentiation included in planning.

• Teaching and support staff play a crucial role in modelling uses of language.

• Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

• A clear distinction should be made between EAL and Special Educational Needs.

Assessment

• The school will follow the procedures and make appropriate adaptations to national assessments for EAL pupils in line with government guidance. EAL students are entitled to access assessment in line with their peers.

• Staff have regular PPA time to discuss pupil progress, needs and targets.
• Progress in the acquisition of English will be assessed and monitored. Staff highlight progressions through statements which are mapped to the acquisition codes (A-F).
•Supplementary assessment takes the form of the REAL language assessments which teachers can update regularly.
• Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
• Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
•Assessment in a child's home language will be arranged where this is considered appropriate

Planning, Monitoring and Evaluation

• Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
• Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
• Staff regularly observe, assess and record information about pupils' developing use of language.
• When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

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, e.g. 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, e.g. posters, pictures, photographs, objects, demonstration, use of gesture, labels.
• Additional verbal support is provided, e.g. 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, e.g. talk frames, writing frames.

Special Educational Needs and Gifted and Talented Pupils

• Most EAL pupils needing additional support do not have SEN.
• Should SEN be identified, EAL pupils have equal access to school's SEN provision.
• If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

• Using plain English and translations of common key words and phrases where appropriate and available, to ensure good spoken and written communications.
• Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
• Celebrating and acknowledging the achievements of EAL pupils in the wider community.
• Recognising and encouraging the use of first language through displays.
• Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
•The school will access translation services and pay for the support of translators where this is appropriate for meetings, assessments or to provide copies of documents in home languages as required.

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