

## CONSULTATION PROCESS FOR POLICIES

Name of School: Red Oaks Primary School

Name of Policy: EAL Policy 2021

School Community	Evidence	Date
Governors		
Teaching Staff	Mandy Wilson	December 2020
Non Teaching Staff		
Parents/Carers		
Pupils		

Named Governor:

Named Member of Staff: Mandy Wilson

Date Adopted: September 2019

Review Date: January 2021

Next Review Date: January 2022

## EAL Policy 2021

### Policy Statement

Red Oaks Primary School has a small number of pupils who use English as an additional language and a number of advanced EAL learners who predominantly speak English, but their families may speak another language at home. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties. This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines.

We recognise that cultural and linguistic diversity is a rich resource for the whole school; this is celebrated through our *Global Curriculum*. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued, confident and heard through a strong pupil voice. 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.

### Teaching and Learning

Pupils learning English as an additional language are entitled to the fully inclusive EYFS and National Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start.

All teachers, supported by the EAL leader, are responsible for building strategies into planning to support the language development of all EAL pupils. Resources for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils. It is key to ensure that there are effective opportunities for talking to support learning, pre-teaching of any new or complex vocabulary and that talking is used to support writing and to enhance language development, evident through planning and observations.

## Home / School Links

The importance of home/school links cannot be underestimated. Parents need to be encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. A bank of staff, other volunteers and parents has been collated to help support the following areas if required:

- Translation (if necessary) of school reports on pupil progress
- Completion of initial registration forms and home details
- Translation of important information or notifications (if necessary)
- Attendance of parents at teacher/parent consultations
- Mother tongue assessments (if available)

Teachers will need to give advanced notification if these services are required and the EAL leader will make arrangements.

## Integration into the school of EAL pupils

- New pupils should feel welcomed with a special friend and identified to Play leaders and other members of staff at play / lunch times so they are made aware of any linguistic needs.
- New arrivals, or children entering Foundation Stage will have an induction meeting in their home language (where possible and if it is needed) and in English to provide a link with teacher and family and gain more knowledge on the child.
- We will ensure a supportive environment with welcome signs around the school in multi-lingual format and encouraging children and families to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will enhance progress in all areas as this is integrated into the curriculum.

- If necessary EAL pupils should be pre-taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.

### **The Role of the Class Teacher**

- Teachers are responsible for planning tasks to ensure effective use of additional support (where available/deemed necessary)
- Teachers are responsible for data collection and completion of assessments with additional support if necessary.
- Teachers will develop strategies to support English language development (see EAL leader for support)
- Areas of concerns in writing as identified on 'The Proficiency of English' assessments will feed into their normal writing targets.
- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to in the IEP.

### **The Role of the EAL Leader**

- To liaise with staff/ volunteers and parents to provide support to new starters.
- To support staff in the teaching of EAL pupils.
- Responsible for ensuring that EAL data is analysed and all provisions are monitored across school.
- To meet with EAL parents twice annually to keep in contact with the community
- To write an Action Plan annually.
- To assess language understanding of every child with EAL and monitor progress using GL assessment at the beginning and the end of the academic year (to begin 2021)

### **Data Collection and Analysis**

Accurate information on pupil's needs, attainment and progress is maintained in an accessible and manageable form on the school's assessment database.

The SLT will analyse and monitor performance of EAL pupils in comparison with the school as a whole.

**Success Criteria for this Policy:**

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school and are aware of support from us and in the wider community.
- The school environment celebrates cultural diversity.

**Monitoring this Policy**

- All staff are responsible for implementing this policy.
- The EAL Leader and SLT will collect and analyse EAL data. This policy will be reviewed on annually by the EAL leader.

### Resources available from EAL leader

- Multi-lingual signs and posters around the school and classrooms, with more available to support first language in relevant classroom e.g. dual language labels and signs.
- Displays showing cultural diversity across the school
- Welcome pack for new arrivals/new pupils to the school.
- Racing to English resources saved on the media shared (EAL folder), containing games, picture cards, resources and ideas for supporting and developing language skills that can be used on a 1:1 or small group basis, either as an intervention or integrated into everyday planning.
- Dual language books
- See EAL leader for a 'New Starter Back to Basics Session Guide.'