

Park Junior Academy



# English as an Additional Language (EAL) Policy

Date September 2017  
Version 1

**Next Review: September 2018**  
**Being the best we can be together!**

## **Castleford Park Junior Academy Policy on English as an Additional Language (EAL)**

### **Introduction**

- At Castleford Park Junior Academy, we celebrate the fact that some of our children speak more than one language. The teaching and learning, achievements, attitudes and well-being of all children are important in our school. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- A number of our children have particular requirements when learning and for their assessments and these are linked to their progress in learning English as an additional language. We use the Bell Foundation assessment and classroom support strategies to help us ensure they are adequately provided for. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English and this must be taken into account.

- Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.
- We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

### **Aims and objectives**

- Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations (Amendment) Act 2000

### **Role and Responsibilities of the EAL Co-ordinator**

- Monitor the standards of teaching and learning of all EAL pupils.
- Liaise with class teachers and identify and support EAL pupils.
- Contribute to the school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Consult with relevant external agencies to support the school with EAL pupils.
- Monitor the impact of interventions to support EAL pupils in school.
- Manage resource materials and equipment to ensure sufficiency and adequacy.

### **Teaching and learning style**

Communication is important in all of our lessons. The aim is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful, total experience. In the centre is speaking- which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence-building using the topic vocabulary.

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English

does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.

- The language development of all students is the responsibility of all teachers and teaching support staff.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" (receptive language comes before productive) when those new to the language understand more English than they use
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques

## **Strategies**

Staff use support strategies to ensure curriculum access by providing:

- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, online support, bilingual pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts

- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

## **Our Model for Language Acquisition**

### **1. New to English (Beginners)**

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

### **2. Developing Competence ( Intermediate)**

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

### **3. Competent (Advanced)**

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

### **4. Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## **EAL and inclusion**

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work in most lessons. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

KS2 helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

## **Assessment for learning**

- Our school uses the Bell Foundation assessment structure and correlate this to English objectives on 'Target Tracker' to measure the English language competence of EAL children. We record their attainment and progress according to 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 2, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

## **Parent Partnership**

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Ensure shared knowledge and support via review meetings and parent evenings
- Take into account parents' knowledge, views and attitudes

- Consult with and involve parents at all stages of their child's time on the EAL register.
- Provide parents with information on school policy, support and services provided by the school and the LA and their rights in the assessment process
- Provide and use information techniques that ensure communication is clear and hence effective
- Enlist the help of parents and carers with home activities designed to reinforce the work done in school.

### **Monitoring and review**


- This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed     J Roberts      
**Mrs J Roberts DHT/SENCO**

Date: Nov 2017

Signed       
**Miss K. Law Headteacher**

Date: Nov 2017

Signed       
**Mrs S. Churm Chair of Governors**

Date: Nov 2017

Next review: November 2018