

Featherstone Primary School

EAL Policy



Aspire, Believe, Succeed

Governing Board approval date: Nov 2022

Monitoring, evaluation and review: Every two years

Introduction (Statement of Intent)

The term 'EAL' encompasses a wide spectrum of language ability; from completely New to English to a confident, bilingual learner. At Featherstone Primary School, we celebrate the diverse community of languages and ethnicities within our school. We appreciate the distinct challenges that EAL children and families can face, especially when they first arrive in the country. With the Featherstone Values at the heart of our curriculum, we seek to:

- Provide each child and their family with a welcoming environment and support network to help them to quickly settle into the school community; both in the development of friendships and in their confidence to learn.
- Teach Healthy Mind, Healthy Body objectives that address relevant topics such as, individual differences, the importance to working together and how to be a good friend, and use these values to underpin the classroom ethos.
- Use the EAL assessment objectives to design differentiated learning activities, resources and support that are appropriate for the child's next step in learning.
- Provide children with the personalised learning opportunities they need to their scaffold language development whilst ensuring they receive a broad and balanced curriculum.

Teacher responsible for children with EAL:

The teacher responsible for pupils with EAL is Mrs Cozens. Their responsibilities include:

- Working alongside members of the Senior Leadership Team in order to coordinate any additional timetabling for children with EAL.
- Working alongside the assessment lead Miss Whitehouse in order to oversee the assessment and progress of children with EAL.
- Facilitating the appropriate use of teaching approaches and resources to support pupils with EAL.
- Providing Teachers and Teaching Assistants with a structured plan to teach vocabulary to NTE learners.
- Aiding staff in effective communication with parents and communicating translators where appropriate.

The role of school staff members:

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring the inclusion of pupils with EAL in their classrooms through teaching and modelling the school values.
- Providing a good model of spoken English.
- Using the EAL assessment bands to identify the language proficiency of a child with EAL.
- When a child is assessed as working within Band A or B, using the structured sequence of vocabulary objectives and resources in order to enable good progress.
- When a child is assessed as working within Band C, D or E, using appropriately differentiated learning to enable good progress.

- Using visual resources and actions wherever possible to support the understanding of children with EAL.
- Integrating the language functions within teaching to enable children to understand the varied purposes and contexts for spoken and written English.

Initial assessments and Monitoring progress:

When a child with EAL joins the school, the Class Teacher will complete out a 'best fit' baseline assessment within 2 school weeks. This initial assessment will be an informal Teacher assessment that draws upon conversational English and any recorded learning. The purpose of the initial assessment is to understand each child's starting point in their language proficiency in order to design suitably challenging teaching and learning. Class Teachers will update their progress each term, in line with the main assessment date for National Curriculum statements. Subsequent assessments will enable Class Teachers and Managers to identify progress in each child's language proficiency as well as any areas where additional support is needed.

If the child is already assessed of the EAL assessment bands from a previous year group, the Class Teacher in the next year group will continue to update their progress. The EAL assessment tracker is saved centrally on the staff server area and is thus accessible to teaching staff and managers. This enables staff to quickly gain an overview of the starting points and progress of each child with EAL, who is working within Band A or B. The EAL tracker is completed in the same way and the main tracker for National Curriculum objectives. Objectives taught during the term are marked as:

- Orange if not on track to achieve this year.
- Green if on track to achieve this year.
- Purple if already achieved. (If marked as P, the term date is also included beside the letter. For example, Autumn 1 would be marked as PA1).

Differentiation and support:

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability. The support provided for an EAL learner is dependent on their language proficiency. The initial and ongoing assessments direct the type of support given to an EAL learner and ensure that teaching and learning is suitably challenging.

If an EAL learner is either pre-assessment, Band A or Band B, the Class Teacher and Teaching Assistant can use the structured sequence of teaching objectives, resources and steps included in their EAL folder. The Teacher can use the appropriate flowchart of steps, at the front of the folder, to guide their teaching approaches. This includes ways to differentiate communication and learning approaches, for each initial 'Band' of language development. Within each flowchart there are two related vocabulary packs. At the front of the folder there is a structure to teach each vocabulary-based objective and the order in which they can be taught. Beneath each objective there is a list of suggested short, practical activities. The resources needed to teach each objective are included in the folder beneath the named divider such as, 'Pack 1: Greetings' and 'Pack 2: School.' The vocabulary-based objectives can be carried out at a time that is convenient for the timetable of the class. A suggested time would be 10 minutes 1:1 with the teaching assistant during 2 or 3 afternoons each week. This would mirror the structure used for 'Daily Challenges.' Importantly, the timing and duration of the 1:1 vocabulary teaching will ensure all children continue to partake in a broad and balanced curriculum. For EAL learners who are beyond Band B in their language proficiency, Class Teachers will differentiate the main objective to match the child's needs and abilities.

Differentiation through adult and peer support will be utilised by:

- Organising seating so that the EAL learner is next to good language models.
- Being flexible in allowing EAL learners to discuss ideas with peers who have the same home language.
- Ensuring that adult talk is clear and avoids idiomatic phrases.
- Providing additional time for learners to understand what has been said before formulating a response.
- Structuring learning activities so that children with EAL are working collaboratively within small groups.
- Including frequent whole class, group or paired 'Talk for Writing' opportunities that are age appropriate and link to the school's 'Language Functions.'
- When appropriate, pre-teaching subject or topic specific vocabulary.
- Using predominantly verbal feedback to support the child's progress.

Differentiation through resources will be utilised by:

- Using visual support including, pictures, objects, actions and props, to aid the child's understanding of vocabulary.
- Providing teaching staff with training to use the programme 'Communicate: InPrint 3' to enable personalised visual resources to be made efficiently for a child in their class.
- Consistently using age-appropriate visual timetables for the whole class, including EAL learners.
- Planning learning activities such as sorting, matching, sequencing, gap-filling and labelling that draw upon taught vocabulary.
- Using writing frames, substitution tables or 'Build a Sentence' mats to aid sentence construction.
- Classroom displays will reflect cultural and linguistic diversity.

Differentiation will prioritise the development of language skills by:

- Using the school 'Language Functions,' for the appropriate year group, to structure new vocabulary and ideas in a repetitive sentence that has a clear purpose.
- Using role-play activities alongside recorded learning to enable the child to hear spoken intonation that conveys the meaning of an utterance.
- Using language focused outcomes, such as debates or reports, using the Language Functions to structure purposeful talk.
- Recasting spoken language that is grammatically inaccurate, within a full sentence, such as 'I slepted well' to become 'I slept well.' This is done in a positive and supportive manner that encourages the child to talk.

Children with EAL in EYFS and KS1 will learn to read through the structured 'Read, Write, Inc.' Phonics programme. Read, Write, Inc. enables children to be taught in very small reading groups so that misconceptions can be identified and acted upon quickly. Short 1:1 reading support sessions will be carried during the afternoon for children who have been identified as needing additional reading support. The aim of additional reading support is to increase the progress in which children learn and apply their knowledge of sounds.

Inclusion:

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.

- The language development of pupils is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- The school has a Place2Be mentor on site every day. All children are able to go to Place2Be to talk about how they are feeling. Staff actively promote this additional form of pastoral care through their teaching and conversations.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about a child's ability in English and use their knowledge to inform lesson planning.

Working with parents and carers:

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Special Educational Needs (SEN):

- A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- A proportion of pupils with EAL may have one or more types of SEN and it is important that this is identified at an early stage.
- Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring, evaluation and review

The Policy will be brought to the attention of all staff, parents and pupils in September each year. **It will be reviewed every two years.**