



English as an Additional Language Policy



The Stour Federation

1. INTRODUCTION

In our schools the teaching and learning, achievement, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English and we take this into account when planning provision for them.

In our schools we also take proactive steps to create a safe, inclusive and truly welcoming environment for refugee and asylum-seeking young people and to educate the wider school community to eradicate misinformation and prejudice, and build and maintain an inclusive school community.

2. AIMS

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This policy is in line with the requirements of the Equality Act, 2010.

3. INDUCTION OF NEW ARRIVALS

To gain a holistic picture of the child, their educational and linguistic background and their family, informing our assessment procedures, we carry out the following:

- Initial parental meetings are held with EAL Coordinator / member of pastoral staff..
- Tour of the school given to child and parents and information on the school day, lunches, uniform etc clearly shared, using translation technology if necessary. Useful websites to support language learning at home shared, along with logins for homework websites/ apps and instructions.
- Initial background information on the child from the parent meeting is given to the class teacher at the earliest opportunity.
- We recognise that some early bilingual new arrivals may be undergoing symptoms of culture shock and may go through an extended 'silent period'. We recognise that this is a natural part of acculturation and the language learning process.
- A buddy is appointed - usually a good language model peer who can accompany the child at break times and help them to socialise.

4. TEACHING AND LEARNING

To ensure that we meet the full range of needs of those children who are learning EAL, and that they have full access to the curriculum as is their entitlement, we implement out the following:

- Classroom activities have clear language and learning objectives and use appropriate materials and support to enable pupils to participate and make progress in lessons.
- The curriculum vocabulary for tasks are identified and included in mainstream planning.
- Learning intentions are achievable.
- EAL pupil placed in appropriate groupings and work is cognitively challenging.
- EAL pupil is seated next to peers with good model English.
- Hands on, practical, kinaesthetic activities with 'talking through the action' strategy
- Enhanced opportunities are provided for speaking and listening to a range of audiences e.g. teacher-pupil, peer to peer (Talking Partners), pre-teaching/consolidation work with support staff etc. (Racing to English resource used for group and 1:1 interventions).
- Additional visual support is provided, e.g. keywords with Widgeit online symbols, pictures, use of gesture, drama techniques
- Additional verbal support is provided e.g. repetition, modelling, speaking slowly, mental rehearsal time.
- Collaborative activities that involve purposeful talk and support active participation.
- Scaffolding is provided for language learning linked to writing e.g. talk frames, writing frames, substitution tables.

5. ASSESSMENT AND MONITORING

To ensure that EAL learners are making expected levels of progress and that provision and intervention put in place is having an impact we carry out the following:

- Baseline/Initial Language Assessments against A-E scale (EAL Proficiency scale)
- Regular monitoring using the EAL Proficiency scale for learners in the early stages of language learning to check provision/intervention is effective.
- Individual Language Plans - ILP used for specific language/grammar learning targets linked to Proficiency scales.
- Curriculum topics shared with parents who can cover key concepts in the first language.
- Language targets shared with staff and parents.

6. EFFECTIVE INCLUSION AND HOME SCHOOL LINKS

To ensure pupils feel safe, accepted and valued, we recognise their home background and know that bilingualism is a strength. We ensure children and families know they have a valuable contribution to make by putting the following in place:

- Parent coffee mornings/ after school meetings to explain the UK school system to parents, and signpost useful information e.g. Family Information Service, and community groups.
- Talking to the class/es about the new child's country of origin. Help other children to understand the needs of the new arrivals and that their language is as valuable as English. Help children to understand the challenges faced by refugees and asylum seekers, and to understand why they are here.
- Class/es learning some words in the child's home language.

- EAL Co-ordinator or pastoral member of staff as key point of contact for EAL parents.
- Displays within school reflect ethnic and language diversity.
- Multicultural days and weeks within school to give children a chance to showcase their language and culture.
- Parents are invited into assemblies and celebrations, and to take part in multicultural weeks.
- Translations on school websites/ communication apps.

7. EAL RESOURCES

To support teaching, learning and inclusion and ensure the needs of all EAL learners are met, we provide the following:

- Dedicated EAL section on The Stour Federation Google Drive which includes resources for assessing new arrivals, meeting parents, picture dictionaries and survival language resources, Racing to English intervention, and reading and writing resources. List of useful websites for teachers and parents.
- Google translate used on iPads for children to translate powerpoints and worksheets using the 'images' function on google translate.
- All schools have access to Widgit online to create dual-language resources, and symbolised word lists, gap fills and matching activities to support key vocabulary. Colourful semantics resources can also be created using Widgit online and are very useful for EAL learners.