



**St. Anne (Stanley) C of E School
EAL (English as an Additional Language) Policy
June 2020**



St. Anne (Stanley) C of E School



EAL POLICY

1.)Intent

Curriculum Vision:

The implementation of this policy is the responsibility of all teaching staff. This policy is to ensure that all EAL pupils fulfil their potential.

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 background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (Refer to school Equality Policy)

Aims of Subject:

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.

Our school values are: Honesty, Friendship, Understanding, Hope, Confidence and Family. These values underpin our ethos and are embedded across the curriculum.

Honesty: Helping pupils to be honest with themselves and others and to appreciate the importance of honesty and integrity in their lives.

Friendship: Helping pupils to understand what healthy relationships are and the importance of friendship in their daily lives and in the world around them.

Understanding: Helping pupils to understand and deal with their own range of emotions and feelings. To understand the difference between right and wrong and why rules are needed.

Hope: Helping children to see how hope can build resilience and enable them to meet their challenges.

Confidence: Helping children to build up their confidence so they are always willing to try and persevere on tasks when they need to. To give children the confidence to ask for help or stand up for what they believe in.

Family: Helping children to identify and respect the many diversities of families in our local community and in the wider world.

Cultural capital:

St Anne Stanley is a very open and inclusive school. We currently have around 79 pupils on the EAL register which is about 19% of our pupils. We have many different languages spoken at our school such as; Kurdish, Vietnamese, Romanian, Chinese, Arabic, Turkish, Polish, Portuguese, Urdu, Italian, Tamil, German. We are very proud to have bilingual staff working for our school who help and support our EAL pupils and their families and help create links with families who speak the same language.

Planning and sequencing:

Upon entry to the school EAL children are assessed using the NASSEA EAL assessment tool. We also consider the background information gathered during the initial intake and other important factors that may impact on the pupil's learning and knowledge; e.g.

- Proficiency and student achievement in first language
- Prior schooling experience
- Trauma due to other factors
- Health, physical and other characteristics that may impact learning
- Involvement of parents and carers
- Family and cultural values

Everything is done to ensure they have settled in well. Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study. In St Anne (Stanley) the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs

2. IMPLEMENTATION

Learning environment:

Here at St Anne Stanley we try to ensure that the learning environments are welcoming to everyone. We have many dual language displays to help support EAL pupils and help them to feel comfortable. We have specific resources made/ordered to match the language of our current EAL pupils both for use in and outside of school. School news letters/reports and other correspondence between home and school are translated into other relevant languages.

Reading:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials (online and hard copy books) that highlight the different ways in which English is used;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

We also give the learner 'time-out' opportunities to browse English and dual language picture books, visually supported information books and websites and to read in their first language.

High quality teaching and learning:

- 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, eg 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, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- 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, eg talk frames, writing frames.

Opportunities to develop subject specific literacy – oracy and vocabulary:

- Subject specific vocabulary will be displayed in and around the classroom and school.
- Wordmats including dual language vocab and pictures, will be provided when relevant in certain subjects.
- All EAL pupils will be given the opportunity to take part in weekly guided reading sessions.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;

Assessment

We use the nassea (The Northern Association of support Services for Equality and Achievement) assessment framework to assess all of our EAL pupils.

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.

- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the EAL Assessment Record.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- 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.

Inclusion:

Here at St Anne (Stanley) when teaching we ensure that we comply with the requirements as set out in the Equality Act 2010. Under these provisions we ensure that we include all pupils and stake holders regardless of age, sex, race, disability, religion or belief, gender identity or sexual orientation. We adapt the way we teach the curriculum for pupils of all social and economic backgrounds and those with any forms of SEND. Our overall aim at St Anne (Stanley) is to ensure that EVERYONE is welcome.

During the planning and implementation of lessons in St Anne (Stanley), we are fully aware that every child, whatever their diverse learning needs, must be given the opportunity to achieve their full potential. At St Anne (Stanley) we will respond to the needs of children whatever their ability. We will ensure that we provide learning opportunities that enable all children to make progress by setting suitable learning challenges and responding to each child's different needs through differentiation of task, resources and outcome. E.g.

- Using appropriate vocabulary at varying levels of difficulty during lessons
- Modifying resources as expected in other curriculum areas
- Differentiating levels of written or oral questions for pupils
- Careful use of support for pupils with English as an additional language

It is important for the teachers at St Anne (Stanley) to have high expectations of all children but we also ensure that able, gifted and talented children have opportunities provided that develop and apply their particular capabilities. We provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. For example:

- They are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Children are encouraged to work independently.
- Children are encouraged to communicate their understanding in a variety of ways.

- Children are provided with opportunities to develop their skills in other areas such as (for example, opportunities to use initiative).

PSHE is a tool used to give EAL children to get to know their peers and talk about their own cultures and beliefs. We work in partnership with EMTAS, The Salvation Army and the school PTA to ensure that children and families with EAL are supported and valued in our school.

SMSC/British Values:

In St Anne (Stanley) we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Enrichment:

Here at St Anne (Stanley) we ensure that our curriculum is full of enrichment. We work alongside agencies and organisations such as; Barnados, Salvation Army, EMTAS, Diversity Role Models, BullyBusters, Rainbow Smiles, Small Steps for Peace, Altru Drama, Brook Advisory, Merseyside Police, LFC Foundation, Everton in the Community and various authors/visitors to ensure a curriculum that is full of enhancements.

Homework:

Where possible, homework will be translated into the child's first language. Bilingual staff will also be available to discuss homework with parents/carers of EAL children. Homework will be differentiated by the class teacher to match the needs of the particular child.

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This policy will be reviewed every two years.

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