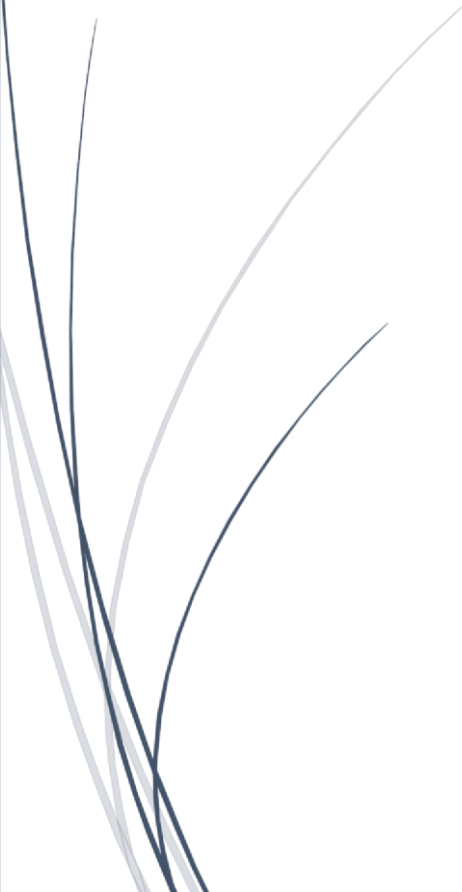


Date: 9/24  
Review: 9/26

# Rush Green Primary School



## EAL Policy





### **English as an Additional Language Policy (EAL)**

Rush Green Primary School has an increasing proportion of EAL pupils. Over the last 2 years, this has risen to double the LBBD Local Authority average and four times the national average. Through this policy, we aim to meet the needs of these pupils by providing the best form of education that we can.

#### **Introduction/Mission statement**

Everyone at Rush Green Primary School has the right to an outstanding education. As a Rights Respecting School, our English as an Additional Language Policy has been developed in line with the articles in the UNCRC. Throughout this policy, the term English as an Additional Language (EAL) will be used to refer to pupils who speak English as a second or third language. The term bilingual will not be used here: this indicates that a person uses two languages on a regular basis but does not specify the fluency with which they are used or whether or not one language is dominant over the other.

It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school. This policy is a statement of Rush Green Primary School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. 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 can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We

take a whole school approach, including ethos, curriculum and education against racism through Cultural Diversity Days. (Refer to school Equalities Policy)

### **Aims of the EAL Policy**

The policy aims to raise awareness and to support 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); therefore, raising pupil achievement and aspirations. The planning and delivery of the curriculum should take account of the language and learning needs of all pupils, providing equality of opportunity and inclusion for all. This policy specifically addresses the provision to be made for pupils with EAL and provides opportunities for children to make rapid progression in learning English.

### **Objectives of the EAL Policy**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.
- To ensure children overcome potential barriers to the learning • To ensure the school responds to pupils' diverse learning needs.

### **The Context of Rush Green Primary School**

At our school, there are approximately 42 languages spoken in the family home.

**There is a rising EAL population which sits above national and London figures.**

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry with the use of the 'Progress Continuum'

### **Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.
- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.
- There is a large number of Rush Green children that are on the EAL Register. Children are assessed for the stage of acquisition and awarded A-E. Children who are assessed as A, B or C are on a bespoke register and their abilities closely monitored. (See appendix for 5 Stage Model for Language Acquisition)

### **Role of EAL Coordinator**

A member of staff has nominated responsibility for EAL (EAL Coordinator)  
Post Currently held by: Janina Clark

The school's EAL co-ordinator will liaise with relevant staff to maintain a regularly updated register of pupils learning EAL and their level of English acquisition using the ***Havering EAL Progress continuum*** - where pupils (regardless of Yr. group) are working below age related expectations for Yr. 3 in English. The EAL coordinator will work with class teacher(s), the Havering EMA team advisers and/or any other relevant agencies in order to assess pupils' needs in order to help teachers plan and implement appropriate provision to accelerate progress and close attainment gaps.

### **Admissions and induction**

With a Mid Phase admission the 'EAL New Admission Flow Chart' will be followed (see appendix).

At the admission meeting the 'EAL New Admissions' forms will be completed by year group lead conducting the induction. This will then be shared with the class Teacher and EAL coordination.

The school will provide a welcoming environment for newly-arrived pupils with EAL, ensuring that peer buddies are allocated and pupils are familiarised with the physical structure of the school.

### **Teaching Strategies and Pedagogical Approaches**

#### **Planning**

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about pupils' developing use of language. Adapted planning is put into place to support the EAL children across the curriculum. In Maths the planning is adapted according to the children's previous education, knowledge and targets are being set to fill the gaps in their knowledge. The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and genres.

#### **Materials**

Our school provides appropriate materials such as dual language textbooks, dictionaries and visual key word lists. Videos, maps, iPad Apps and story props also give crucial support. Displays and resources reflect linguistic and cultural diversity.

#### **Strategies**

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- 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.

- 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, on-line support, bilingual staff/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
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, online intervention etc.
- Paying attention to grouping strategies, selecting mixed ability groupings that provide EAL pupils with good models of speaking, reading and writing.
- As appropriate, using pupils' first language to support learning by activating prior knowledge thus encouraging further conceptual development.
- Providing ongoing support for more advanced learners of EAL through, for example, explicit teaching of a wide range of genres and registers, providing opportunities for pupils to redraft work (see Ofsted document " More advanced learners of English as an additional language in secondary schools and colleges").

### **Assessment**

All pupils learning EAL will be identified. All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to Rush Green. Assessment of early-stage learners is undertaken using the ***Havering EAL Progress Continuum*** (based on the *QCA A Language in Common Descriptors and the NAHT KPIs*). This is completed by the class teacher. Class teachers will make effective arrangements for assessing attainment and progress, with support from the EAL co-ordinator. Progress in the acquisition of English is regularly assessed and monitored half termly. This information is then entered onto the EAL Assessment Database by class teachers. Each class teacher will be expected to take responsibility for the progress of pupils learning EAL in their class, with support from the EAL co-ordinator as necessary.

Staff have the opportunity to discuss pupils' progress, needs and targets with the EAL coordinator at their request. The children are discussed with senior leaders during Pupil Progress Meetings. The effectiveness of current practice will be monitored through regular target-setting and the analysis of pupil attainment levels.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **EAL with Disabilities and/or, Special Educational Needs and those who are More Able**

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to school's SEN provision. EAL pupils identified as Gifted and Talented have equal access to school's provision.

### **Parental/Community Involvement**

At Rush Green Primary School we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.

- Use translators, **technology for translation** and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider community.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

***Practice within this policy links to the schools' PSHE, Citizenship, Inclusion and Equality statements/policies and Social, Moral, Spiritual and Cultural guidance.***

**Appendix 1**

**Our 5 Stage Model for Language Acquisition**

### **A. New to English**

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.

### **B. Early Acquisition**

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.

### **C. Developing Competence**

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.

### **D. Competent**

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

### **E. 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.

**Appendix 2 – New Admissions flow chart**

**Admission & induction procedures for pupils with EAL**

**Pupils arriving mid-phase**

**Admission Forms**

- LA informs school that pupil has been offered a place having transferred directly from another country/transfer forms indicate that pupil with EAL is transferring from another UK school. **EAL coordinator is alerted immediately.**
- As soon as LA informs school that the pupil has accepted the place the parents are invited in for a pre admissions interview (within 5 days). **EAL co-ordinator/TA informed of date of admissions interview.**

**Initial meeting with pupil and parents**

- Head Teacher/Deputy HT invites family to admissions meeting. Parents should be encouraged to bring an interpreter. **EAL co-ordinator/TA introduced at interview.**
- Explain why the school's admission form asks if first language is other than English and if country of birth is other than UK and why ethnicity data is collected.
  - Essential information is collected at meeting regarding language, schooling, previous exposure to English, medical needs, interests and languages spoken by parents/carers etc. Information sought on availability of previous school records and any previous SEN needs.
- Parents/carers informed of school requirements e.g. uniform, P.E. kit, swimming days, lunch arrangements, timing for start & end of days etc.
- Parents/carers are informed that pupil's start date is to be delayed by 1-2 days if the child has very little English, provided the admission date is within the 10 working-day window from the point of receiving the application. This allows for proper preparations to be made to support them. Mid-week starts can be less stressful for pupils.
- Tour of school given when possible.

**Before**

**pupils' Start date**

- Head Teacher/EAL Co-ordinator ensures that the class teacher receives relevant information gathered from the admissions meeting and is informed of the pupil's start date.
- Two 'Peer Buddies' are selected from the class and the EAL Co-ordinator meets with them to train and prepare them for the arrival of the new pupil.
- Teaching staff are reminded by the EAL Co-ordinator that proper preparations – in terms of lesson planning – must be undertaken before the pupil's start date and are reminded of the EAL teaching & learning resources available (including the Havering EMA team's Fronter MLE).

**Pupil Starts School**

**FIRST** Office staff contact any previous schools, including schools abroad, for relevant background information. Many schools can be emailed in English through their website contact details. **DAY**

**&** Pupil is welcomed by EAL Cobuddies. -ordinator and introduced to class teacher, EAL TA and peer

**WEEKS**

- Peer buddies help pupil to become familiar with school building, routines and essential language.
- Short daily sessions with EAL TA take place for the first 3-4 weeks for pupils who are very new to English. EAL induction packs/booklets are used as appropriate.
- Class teacher assesses the pupil using the Havering *EAL Progress Continuum* or age-related expectations within the first half-term – with support of EAL co-ordinator/EAL TA as required.
- Class teachers differentiate work for pupil, linked to class learning objectives, at an **ONGOING** appropriate level. Differentiation should usually be language, not process-based. •



Pupil is placed in middle sets/groups or above, unless known to have SEN, to ensure access to good role-models of spoken English.

- Regular contact maintained with parents/carers during settling-in period.
- If pupil is in Yr 6, inform/liase with LA re: secondary transition.

Many pupils with EAL will continue to benefit from support during their entire time at the school.  
This chart details only key aspects of the admission and induction process.