



EAL POLICY

Introduction

At Clover Leys Spencer Academy, the teaching and learning achievements, attitudes and wellbeing of all our pupils are important. We encourage all our children to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs. We may occasionally have children who have particular learning and assessment requirements that 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 about language that are similar to those of their monolingual - speaking peers. Their ability to participate in the full curriculum may be in advance of their communicative skills.

Aims and Objectives

The National Curriculum secures the entitlement for all children to a broad and balanced curriculum and gives them the opportunity to develop the knowledge and understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all, through the education that we provide in our school. The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an Additional Language, including those pupils with EAL who may have Special Educational Needs.

Principles

- English is the primary language of education and communication in this country therefore all children have a right to effective teaching of English and in English.
- Support in all the languages in a child's linguistic repertoire helps to ensure that children have the best access to new concepts and ideas and therefore to the highest possible achievement. It is essential that this starts with a strong foundation in the early years.
- Language is a fundamental aspect of identity. Denying children the experience of communicating in their home languages damages their confidence, but valuing and drawing on this asset builds self-esteem and belief in their ability to learn.
- All pupils should have access to a range of languages in order to increase social and community cohesion. An ability to communicate in more than one language is a social and life advantage.
- To value the whole child or young person their full language repertoire must be included.
- Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.
- Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect. This encourages families and schools to work in partnership to develop children's full range of language competencies.
- Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.

- The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the educational community, whether they are monolingual, bilingual or multilingual.

Teaching and Learning

In our school, teachers take action to help children who are learning English as an additional language by various means:

1. Providing a welcoming and supportive induction into the school by:

- Seeking information from parents and new pupils about cultural background, previous educational experience and achievements, special interests and skills, dietary, faith and dress requirements.
- Conducting a tour of school and explaining how it is organised
- Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start & end of school day, etc).
- Answering any questions parents and children may have.
- Negotiating an induction programme to suit the new child's needs.
- Ensuring that host classes are prepared to welcome their new classmates
- Ensuring that all staff are aware of the pupils new to English and what they can do support their welcome into our school.
- Being prepared to address any difficulties that may emerge during the induction period.

2. Developing the pupil's English by:

- Providing a range of clear visual contexts to support listening and speaking in social interaction and in learning activities.
- Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
 - Ensuring that these needs are addressed in the teacher's planning
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
- Explaining that speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways that English is used
- Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing
- Encouraging pupils to translate their knowledge, skills and understanding from one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support each other.
- Ensuring parental involvement and participation in pupil's learning, especially if there is no bilingual support available in school.

3. Ensuring access to the curriculum and fair assessment by:

- Using activities, texts and visual materials that are suited to the pupil's age, ability, culture and level of English language acquisition.

- Providing support through ICT, video or audio materials, dictionaries, translators, talk partners, readers and amanuenses
- Using home or preferred language when appropriate
- Putting in place any special assessment and reporting arrangements required by the DfE.
- Consulting with parents and enlisting their support in helping their children with their learning

Resources

In order to develop independence, all pupils will have access to:

Pictures, artefacts, ICT resources, illustrated books, bilingual picture dictionaries, English picture dictionaries, dual language books, help sheets, word-banks, labelled diagrams and pictures, writing frames and differentiated materials.

Curriculum Access

All children in our school, including those with English as an Additional Language, follow the requirements of the National Curriculum. Wherever possible, after Induction or specialist assessments, we do not withdraw pupils from lessons to receive EAL support as learning needs are best met alongside their peer group. EAL team support is focused on enabling the class teacher to assess, plan and provide appropriate learning activities to help pupils access the curriculum and to develop English language skills.

Resources to support in the classroom such as Racing to English may be used to help pupils <https://www.lcp.co.uk/product/racing-to-english-cd/>

Assessment

<https://www.derby.gov.uk/community-and-living/youth-support/language-cultural-support/>

Derby City Local Authority have provided schools with useful resources to support schools in working with pupils who have English as an additional language.

In addition to Derby City resources we may also use assessment frameworks such as The Bell Foundation levels of progress in reading, writing and speaking or listening. This will be used to inform planning and teaching. <https://www.bell-foundation.org.uk/>

<https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>

Best practice from across the Trust will also be sought to help pupils and parents in addition to support from the local authority.

This policy will be reviewed every two years or in light of any further DfE guidance from schools.