

**ST MARY MAGDALENE CATHOLIC
PRIMARY SCHOOL**

**ENGLISH AS AN ADDITIONAL
LANGUAGE (EAL) POLICY**



'Growing Together in Faith & Love'

Reviewed January 2023

Statement of Commitment

At St Mary Magdalene Catholic Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

Background

Our pupils come from diverse backgrounds with a wide range of language skills.

- St Mary Magdalene caters for a multicultural community
- The school has at present, 388 pupils on roll including Nursery, of which approximately 37% speak English as an additional language.
- Altogether there are at least 31 different languages spoken at St Mary Magdalene with a high proportion of Polish speakers.
- A proportion of our pupils have arrived from other countries with none or very little understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school.
- 8% of our pupils are in receipt of free school meals.
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's learning.

Our Aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils progress regularly against the NASSEA step levels.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language – when a pupil speaks a home language other than English. At St Mary Magdalene, at least 31 languages are spoken and we aim to cater for all these pupils for whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all EAL pupils. Throughout their time at school we, provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definition of an EAL Learner: “First language is the language to which the child was initially exposed during early development and continues to use this language at home and in the community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner: “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply fluency in both or all languages” DFES Guidance 2007.

Advanced Bilingual Learner: “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DFES Guidance 2009.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles – visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

At St Mary Magdalene we place great emphasis on activities which underpin the development of language for oral and written communication. Across school, we use consistent marking approaches in English, eg. story mapping, guided talk and the use of visual stimulus is of particular benefit to our EAL learners.

For pupils who speak English at an ‘early acquisition’ level class teachers liaise with the EAL Lead before planning and delivering planned interventions.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. As outlined above, he/she liaises closely with the EAL Lead to identify and address needs. The EAL Lead meets regularly with the class teachers to review pupil progress, intervention groupings and assessment, according to the ‘NASSEA EAL Assessment Framework’.

Teachers direct Teaching Assistants to provide additional, targeted support, as appropriate.

EAL Role and Responsibilities

EAL Lead:

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- audit resources
- prepare and update EAL action plan

Monitoring and Evaluation

The EAL Lead uses all available assessment data to monitor and track progress of EAL/EMA pupils, initially through termly EAL assessments and teacher assessments. These results are used to track and target specific EAL/EMA children for the following term such as literacy support groups, language enrichment groups and conversational groups. Where necessary, support for pupils entering the KS2 SAT's will be sought in accordance with the QCA guidelines.

This is achieved through:

- Collecting information about all EAL pupils, which includes basic background details including home language and stage of English language acquisition.
- Monitoring the progress of the EAL/ethnic minority pupils by analysing attainment data from termly teacher assessments, in consultation with the literacy and numeracy co-ordinators, and also Literacy and Maths assessments.
- Using the data to set priorities and to strategically plan to meet the needs of groups of underachieving pupils.
- Using feedback from schools, parents/carers, minority ethnic groups, Ofsted reports and other agencies.

Strategies

At St Mary Magdalene EAL pupils experience full immersion in the language and are taught with the existing year group. (EAL pupils may also have additional phonics sessions during the week if necessary).

At St Mary Magdalene teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- 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;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- 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 use of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children.

Curriculum access

All children at St Mary Magdalene follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We may, at times, withdraw children from lessons to receive EAL support in small groups.

Accessibility for pupils with special needs

- The school is proactive in removing barriers to learning, school staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if appropriate.

International New Arrivals (INAs)

At St Mary Magdalene we define new arrivals as children who have not had a consistent education in this country for the past year.

Key Principles for INA new to English

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.
- Where possible use other pupils/adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communicate friendly practices.
- Supply plenty of opportunities for hand on (kinaesthetic) learning such as role play, games and visits.

Success Criteria for INA Induction

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate verbal interaction with a teacher or teaching assistant
- To be settling to tasks in the classroom
- To be playing with others in the playground

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work/play without constant adult supervision
- Show interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner

Strategies for working with children new to English

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group
- Additional visual support is provided eg. visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas
- Key language features are identified in all curriculum areas for eg. language structures, key vocabulary and forms of text
- Create a language rich environment
- Display positive images of people from ethnic minorities