

LEYS FARM JUNIOR SCHOOL

English as an Additional Language (EAL) Policy

November 2023

EAL Lead: Miss R. Stoney

This policy supports the following rights, taken from the United Nations Convention of rights of the child (UNCRC)



- Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.
- Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.
- Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country).
- Article 22- All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).
- Article 29 – Every child’s education must develop their talents and abilities.
- Article 30 - all children have the right to practice their own culture, language, and religion or any you choose.

Equality Impact Statement:

Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, gender identity, race, religion or belief and sexual orientation.

The Context of Leys Farm Junior School (LFJS):

At LFJS we recognise and value our pupil’s home language, background and the valuable contribution that pupils who speak English as an additional language bring to our school. Within the family homes, various languages are spoken (not including dialects). We recognise bilingualism as a strength, and we respond positively to pupil’s ability to speak other languages by building on pupil’s knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our Ethos, curriculum and promoting language awareness across out school.

We aim to meet the full range of needs for those children who are learning English as an additional language (EAL), in line with the requirements of the 1976 Race Relations Act.

Intent:

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupil’s learning and success.
- To provide any newly arrived children with a safe and welcoming environment.

- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

Roles and Responsibilities:

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

The EAL Lead is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Liaising with teaching staff to identify and support pupils learning EAL.
- Support teaching staff in assessing the pupil's level of language where necessary on arrival.
- Monitoring the progress of pupils learning EAL in all aspects of the curriculum.

All staff:

Will develop pupils spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils/bilingual pupils in their classes.
- Ensuring that vocabulary work covers the technical e.g. language of problem solving as well as the meaning of everyday words.
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support writing.
- 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.

Teaching and Learning:

Teachers and Teaching Assistants (TAs) have high expectations of all pupils. We understand that pupils who are learning English as another Language are no exception and that their cognitive ability is in advance of their spoken English.

All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.

We also encourage the use of pupils' home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- Using accessible texts and materials that support pupil's language/cultural needs e.g. bilingual books/artefacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, translators.
- Use of a buddy system.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- Use of working wall to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Using home or first language where appropriate and if possible.
- Pupils with EAL who have SEND needs are assessed in their home language where possible to check whether it's SEND or they are still acquiring English.
- Parents of SEND pupils are informed /involved regarding provision.

At LFJS we assess EAL learners:

- New to the Country
 - Pupils who are new to the country can be a varied ability of EAL learner from New to English (code A) to Fluent (code E) as below in the Bell Foundation Assessment.
- New to English
 - Pupils who have no English to developing English with developing skills (code A) to (code B) as above in the Bell Foundation Assessment.

Admission of EAL/New Arrival Pupils:

At LFJS, we collate as much background information as possible, through the admission pack including:

- Country of origin
- Birth certificate
- Date of entry into the UK
- Previous schooling
- Pupil's first language
- Other languages spoken at home

- Religion
- Medical Needs
- Links with other pupils within the school.

Teachers and staff receiving EAL pupil after admission are given advance basic information on their background which the teacher can access on ScholarPack before the child starts.

Integration of EAL/New Arrival Pupils:

- When a new pupil arrives in our school with little or no English the classroom environment can be a frightening place to be. Therefore, to create an environment that feels safe, welcoming and stress free; when possible, the pupil will be placed in a class with other pupils who share the same home language.
- An in-class buddy system is set up by the class teacher so buddies are used to support the new pupil in their first language (when possible) in class, at break times and around school.

Home School Links:

- We provide a welcoming admission process for the induction, assessment and support of EAL/new arrival pupils and their families/carers.
- We take account of parents /carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.
- We ensure that translators and interpreters are provided as and when required.
- We aim to work closely with members of the wider community to support our EAL pupils.

To be reviewed: November 2024