Rushmere Hall Primary School

**English as an Additional Language**

**(EAL) Policy**



# Aims and objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, 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 help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL).

# Role and responsibilities of the EAL Teaching Assistant

* To monitor standards of teaching and learning of EAL pupils.
* To liaise with class teachers to support EAL pupils.
* To contribute to the school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
* To be responsible for analysis of relevant school data for improvement purposes.
* To identify gifted and talented EAL pupils.
* To consult with external agencies.
* To manage resource materials and equipment to ensure sufficiency and adequacy.
* To work with SENCO to ensure effective and appropriate support throughout the school.

# Identification and assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil and identifying the next steps for each child.

In assessing the nature and extent of the pupil’s grasp of English the following methods may be used:

* Information from the application form
* Information from interviews with parents/guardians and child and during the induction visit to the school
* Information from initial assessment papers
* Information from the previous school

An Initial language and numeracy assessment is undertaken by the EAL teaching assistant, the results of which are discussed with the class teacher to pinpoint any particular development targets. The child’s progress is monitored regularly collaboratively between teacher and the EAL teaching assistant

# Teaching and Learning style

Our primary support is to ensure consistently good or outstanding teaching at children’s first point of access in the classroom. Good or outstanding teaching will be underpinned by practical learning activities that are multisensory, in environments that are communication rich; where written and verbal language is complemented by visuals and signing; and children feel valued as individuals.

* There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
* The language development of all students is the responsibility of all teachers and teaching support staff.
* Diversity will be valued and classrooms will be socially and intellectually inclusive.
* Teachers will be knowledgeable about pupils’ abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
* Support will be provided in various forms, including support within class and the provision of working in small groups where appropriate.

In order to ensure that we meet the needs of EAL students, the staff at Rushmere will -

* assess the pupil’s stage of language as soon as possible
* show differentiated work for EAL pupils if appropriate
* employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
* have high expectations; expect pupils to participate in all classroom activities/tasks
* monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
* recognise that EAL pupils need more time to process answers and to complete extended work
* allow pupils to use their mother tongue to explore concepts when appropriate
* group pupils so that EAL pupils hear good models of English
* use collaborative learning techniques and the talk for learning model during lessons
* Share information and knowledge about EAL strategies

Staff will help develop EAL students spoken and written English by -

* ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
* explaining how 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 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 uses of English and other languages support one another

We will ensure access to the curriculum and assessment by -

* using accessible texts and materials that suit children’s ages and levels of learning
* providing support through ICT, word banks, dictionaries and translators.

# Curriculum Access

The curriculum is regularly reviewed and examined to ensure that multicultural aspects are fully integrated. All children at Rushmere Hall Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. An EAL student will remain in class whenever possible, however, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a brief period of 1:1 focused support. Throughout the school we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities. Activities are planned which provide active learning, exploration and enquiry.

**Foundation**

* building on children’s experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
* providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

**Key Stages 1 & 2**

* continuing those strategies used in EYFS, whilst moving the emphasis towards written and spoken English in preparation for SATs at the end of KS1/2.

# Assessment

* The EAL teaching assistant and teaching staff carry out ongoing recording of attainment and progress in line with agreed school procedures.
* Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
* EAL pupils’ progress and attainment is closely monitored in line with the school’s Assessment Policy.
* Baseline assessments (language and numeracy) will be conducted to determine the current attainment of children new to Rushmere Hall and who have English as an additional language.

# Parent Partnership

Our school recognises the supreme importance of, and values the partnership with, parents and carers.

 We aim to:

* provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
* ensure shared knowledge and support via review meetings and parent evenings;
* take into account parents’ knowledge, views and attitudes;
* consult with and involve parents at all stages of their child’s time on the EAL register;
* provide parents with information on school policy, support and services provided by the school
* provide and use information techniques that ensure communication is clear and hence effective
* enlist the help of parents with home activities designed to reinforce work in school.

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