

Victoria Park Junior School



English as an Additional Language (EAL) Policy January 2020

School Context

Approximately 27% of children at Victoria Park Junior School are learning English as an additional language. EAL pupils at Victoria Park Junior School come from a variety of backgrounds. Approximately 49% of children are from minority ethnic groups. Many of our EAL pupils are from well-established communities in Stretford and have become advanced bilingual learners. Others are new to the country and may be the only speakers of their home language in the class or the school.

EAL definitions and key principles of additional language acquisition can be found in Appendix 1.

EAL Intent

Our school is an inclusive school. We actively seek to *remove the barriers to learning and participation* that can hinder or exclude individuals or groups of pupils. This means that *equality of opportunity* must be a reality for our children. We are committed to giving all of our children *every opportunity to achieve the highest of standards*. We do this by taking account of pupils' varied life experiences and needs and valuing the individuality of all children. For pupils for whom English is an Additional Language (EAL) this includes recognising and valuing their home language and background.

This policy aims to support planning, teaching and learning and assessment procedures, and the use of resources and strategies, in order to meet the needs of pupils who have English is an Additional Language (EAL) and thereby promoting language awareness and raising pupil attainment, progress and achievement.

Implementation

Planning, Teaching and Learning

Please note: *GOOD EAL strategies are effective, good practice for **all** children.*

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- Key language features of each curriculum area, e.g. key vocabulary, are identified
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play
- Pupils have access to effective staff and peer models of spoken language
- Visual support is provided, e.g. visual timetables, posters, pictures, photographs, objects, demonstration, and use of gesture
- Verbal support is provided, e.g. repetition, modeling, and peer support

- Opportunities are provided for collaborative activities that involve purposeful talk and encourage and support active participation
- Where possible, learning progression moves from the concrete to the abstract
- Discussion is provided before, during and after reading and writing activities
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, graphic organisers

Resources

With guidance from Stockport's Ethnic Diversity Service, Victoria Park Junior School is developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

Assessment Procedures

Formative and summative assessment of EAL pupils in reading, writing, SPaG and maths is carried out in line with the school's Assessment Policy. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

The NASSEA framework is used to assess the language acquisition and development of international new arrivals (with little or no English) as well as any other individuals or groups for whom close monitoring of language development is required. It is also used to set targets for these pupils, which are recorded in an Individual Language Plan (ILP) or Group Language Plan (GLP). Please see Appendices 7 and 8 for ILP and GLP templates.

Pupils' progress relating to these targets is reviewed each term to help monitor progress and cater for the needs of these individuals. ILPs and GLPs are collected and monitored by the EAL Lead.

Special Educational Needs and Able, Gifted and Talented Pupils

Should special educational needs be identified, EAL pupils have equal access to school's SEN provision. EAL pupils identified as Gifted and Talented will have equal access to school's provision.

Parental and Community Involvement

At Victoria Park Junior School we strive to encourage parental and community involvement by:

- Recognising and encouraging the use of first language, initially through the completion of Pupil Language Profiles (see appendix 6).
- Identifying linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible
- Celebrating and acknowledging the achievements of EAL pupils and families within the wider community.

Impact

The class teacher is accountable for all the pupils in his or her class. Teachers assess pupils' achievements and progress against the expected outcomes for each year group. As outlined above, he/she liaises closely with the EAL Team to identify and address needs of individuals.

The EAL Lead then collates and analyses the termly data to evaluate areas of success and areas of development. The EAL Lead also monitors ILPS and GLPS to evaluate the impact of interventions. Further evidence may be sought and evaluated through observations, books and planning monitoring and discussions with teachers and pupils.

Victoria Park Junior School Policy for International New Arrivals

New arrivals are

1. International migrants, including refugees, asylum seekers and economic migrants from overseas.
2. International migrants including children and young people joining schools as a result of moving home within the UK.
3. Institutional movers: children and young people who change school without moving home.

The school will identify the needs of the newly arrived pupils and the skills they bring to school and ensure that they receive equality of access to the curriculum. We have developed a comprehensive Induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for our new pupils and their families. Class teachers and the EAL Team monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

All new arrivals need to know that they are valued. Bilingualism is recognised as a positive part of their intellectual development and pupils are encouraged to maintain their home language and use it in the school environment. Where possible we will make use of other pupils or adults who use the same home language as the new arrival. With guidance from Stockport's Ethnic Diversity Service we may employ a temporary bilingual assistant to support the new arrival if required.

Please see appendix 2 (New Arrivals Induction Flow Chart) for information on staff roles in welcoming new arrivals. Please see appendices 3 – 5 relating to international new arrivals.

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.
- Provide additional visual support e.g. visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Group INAs with good English speaking role models.
- Plan intervention to introduce new vocabulary and grammatical forms.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

**Policy Reviewed by S. Campbell
January 2020**

