

St Andrew's Church of England Primary School



With faith, hope and love we can achieve greater things.

*St. Andrew's - a Good Samaritan School. Making a difference so all
can flourish.*



EAL Policy
September 2022 - September 2024

1: Introduction

At St Andrew's CE Primary School we have a significant number of pupils from minority ethnic backgrounds whose first spoken language is not English. It is our policy to ensure that pupils who speak English as an additional language (EAL) can progress and achieve as well as everyone else. We aim to create an ethos that values and celebrates pupils' cultural heritage and faith, in an explicit way.

2: Aims

We aim to:

- ✓ Deliver effective lessons for bilingual and multilingual pupils;
- ✓ Have high expectations of all pupils so that they achieve their full potential;
- ✓ Reflect the cultures and identities of the communities;
- ✓ Present an ethos and culture of mutual respect where all pupils are able to have their voices heard;
- ✓ Encourage parents and the wider community to positively play a part in the life and development of school;
- ✓ Set targets to monitor pupil progress;
- ✓ Access training and support from external agencies to deliver appropriate support for pupils with EAL;
- ✓ Support parents by translating important information where possible.

3: Roles and Responsibilities

As a high percentage of the children at St Andrew's C of E Primary School have EAL, we try to incorporate strategies to support them, as well as the monolingual pupils, in every lesson.

Teaching and Learning strategies will include:

- ✓ An emphasis on speaking and listening as a prelude to writing to develop language skills;
- ✓ An emphasis on vocabulary and a deep understanding of it;
- ✓ Use of talk partners so that children can rehearse answers and hear good role models;
- ✓ Opportunities for collaborative learning to enable children to learn from and support one another;
- ✓ Appropriate resources which reflect the experiences of dual heritage pupils where possible;
- ✓ A variety of resources to support learning, including audio, visual and ICT.

Learners will:

- ✓ Feel valued and have high self-esteem;
- ✓ Understand that their own language and culture is valued by everyone at St Andrew's CE Primary School;
- ✓ Feel able to use their first language to clarify their thoughts;
- ✓ Be able to access the curriculum;
- ✓ Take an active part in the lesson, gain independence and confidence;
- ✓ Leave St Andrew's CE Primary School with a good understanding of English;
- ✓ Achieve results which are a true reflection of their abilities.

Staff will:

- ✓ Plan, prepare and assess the children in the class on a regular basis;
- ✓ Feedback concerns, progress or achievements to all staff the child works with;
- ✓ Share/ discuss planning with colleagues, as appropriate, so that it facilitates a smooth transition across groups;
- ✓ Use the NASSEA steps identified on the child's initial language assessment into support the planning/ assessment for children in the very early stages of learning English;
- ✓ Use the school 'I can' age related targets to support children working at the appropriate level for reading, writing and numeracy;
- ✓ Promptly assess any new arrivals within two weeks of arrival and share the outcomes with all appropriate staff and the EAL lead so that support mechanisms can be put into place.

The EAL Lead will:

- ✓ Provide individual support for staff where needed;
- ✓ Communicate with external agencies to provide training for the whole school;
- ✓ Monitor the progress and attainment of children with EAL and ethnic minorities;
- ✓ Make referrals for assessments of pupils where it is unclear as to whether it is an EAL/ SEN issue;
- ✓ Source resources to support the teaching and learning of children with EAL.

The lead for EAL is Mrs J. Humphries, supported by Mrs A. Myatt

4: Admission Arrangements

When children, including those with EAL, are admitted to St Andrew's CE Primary School, the NASSEA Language, Writing, Reading and Numeracy assessments will be carried out within the first two weeks. This will be carried out by the class teacher or teaching assistant. Once the outcomes of these assessments have been analysed, strategies and resources will be put into place for the children to access work at their level.

5: New Arrivals

A new arrival is considered to be any child who has been in the country for less than two years. St Andrew's CE Primary School has a higher than average intake of new arrivals and, because of this, support mechanisms have been put into place to enable children to obtain survival language rapidly.

Upon arrival, all children should be issued with;

➤ **A survival keyring/pictorial cues**

A tool for children to communicate easily with teachers or peers in the very early days of school for children with limited English. Children only need this for the first week or two while they are learning survival language.

➤ **A buddy**

Preferably a child who speaks the same language as them. Trained 'Young Interpreters' can offer support inside and outside of the classroom.

➤ **A picture dictionary and a blank dual language dictionary**

To help with early language acquisition.

Each class is equipped with an EAL folder explaining procedures in detail. Files also contain a list of resources available, masters of NASSEA assessments and Initial Language Assessment summery sheets.

6: Advanced Learners with EAL

At St Andrew's Primary School, we know that it takes children with EAL around 2 years to grasp everyday language but around 7 years to fully understand it. There are a significant number of children who have EAL but are able to work at the National Curriculum level for their age as they have enough English to understand the concepts being taught. Although:

- ✓ If there are concerns with the progress or achievement of the child, they will be identified on the provision map and may be considered for SEN Support if appropriate (see Inclusion Policy).
- ✓ If the child is working at or above the expected level for their age, then basic provision will be supportive enough to ensure they continue to make the expected progress. However, the teacher will monitor the progress of the child and if there are concerns, an intervention will be put into place to support this.

7: Access for Parents

St Andrew's CE Primary School readily makes staff members available for translating languages, other than English, at parents evening or other times when a parent wishes to seek information, discuss a problem or raise concerns. Where our resources cannot facilitate this, often a member of the community will support parents with translation.

When meeting with parents, we will ensure that a private room is available to help parents feel at ease, confident and comfortable that the discussion is being treated with respect and is confidential. We understand that a significant proportion of our parents have limited English and therefore we endeavour to provide ESOL workshops wherever possible.

8: Criteria for evaluating the success of the EAL policy

St Andrew's CE Primary School has clear criteria for the success of this policy. This includes the following:

- ✓ Children are respectful of the background and culture of their peers;
- ✓ Children are welcomed and have a smooth, happy transition;
- ✓ All children are appropriately identified and enjoy the full curriculum;
- ✓ All children make progress, and their progress is accurately recorded to accompany them through their school life;
- ✓ All teaching staff in the school understand and implement the policy;
- ✓ Parents contribute to their child's targets and education wherever possible;
- ✓ The governors can report on the success of the policy by analysing data, impact of procedures, and how resources for EAL have been allocated.

Signed: _____ Headteacher

Signed: _____ Chair of Governors

Date of next review: September 2024