

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

EAL Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: October 2021

Review Date: October 2024

Signed: Chair of Governors: Mrs R Davies

Date: 6th October 2021

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care

Statement of Commitment

At Whinmoor St Paul's C of E 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.

- Whinmoor St Paul's caters for an increasing multilingual community
- The School has at present 245 pupils on roll, of which approximately 28% speak English as an additional language
- Altogether there are at least 17 different languages spoken at Whinmoor St Paul's Primary
- A proportion of our pupils have arrived from other countries with no or very little understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school
- 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
- 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 underachieving
- 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 Whinmoor S Paul's C of E Primary, at least 17 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all pupils with EAL. 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.

Definitions 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 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" DCFS 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 Whinmoor St Paul's Primary, we place great emphasis on 'Oracy' based activities, which underpin the development of language for oral and written communication. Guided talk and the use of visual stimulus is of particular benefit to our EAL learners.

A comprehensive programme of intervention is in place for our International New Arrivals, and for those who speak English at an 'early acquisition' level, to support their access to the curriculum in class.

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 MFL/EAL Lead to identify and address needs. The MFL/EAL Lead meets regularly with teachers and TAs to review pupil progress, intervention groupings and assessments, according to the 'NASSEA EAL Assessment Framework'.

Teachers direct Teaching Assistants to provide additional, targeted support, through our language support groups, 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
- take part in monitoring of teaching, planning and books.

International New Arrivals (INAs)

At Whinmoor St Paul's Primary we define new arrivals as children who have not had a consistent education in this country for the past year.

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 monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

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 communication friendly practices
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms
- Supply plenty of opportunities for hand on (kinaesthetic) learning such as role play, games and visits.

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 e.g. 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 e.g. language structures, key vocabulary and forms of text
- Create a language rich environment
- Display positive images of people from ethnic minorities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

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 contact (physical or verbal) 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
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner