



English as an Additional Language (EAL) Policy

(Developed by Artee Odedra with the Leicester City EAL Network)

Introduction

All children need to feel safe, accepted and valued in order to learn. For children who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL children have a valuable contribution to make. At Uplands Infant School, we take a whole school approach to our school ethos and values, the curriculum, anti-bullying and promoting language acquisition.

The government's definition of an EAL learner is:

'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

Aims

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of children who have English as an additional language (EAL) and so to raise

School Context

Uplands Infant School is situated in the centre of the city of Leicester serving a community that is rich in a diversity of language, faith and culture. The school is set in a confined inner city space. It is an area of high deprivation serving a culturally diverse community.

The schools priority area is compact and mainly consists of Victorian terraced housing. We admit children from the age of 3 and most children transfer at the age of seven to Uplands Junior School. At the present time we have approximately 451 children on roll.

For about 96.9% of the children English is an additional language, the first language for the majority of the children being Gujarati. The largest faith community is Muslim.

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At Uplands Infant School we value each child and every aspect of their education. We create a caring environment which supports and enhances learning for all and provides the opportunity for every individual to fulfil their potential.

Information is gathered about:

- Children's' linguistic background and competence in other language/s
- Children's' previous educational experience
- Children's' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is Artee Odedra.

Key Principles of additional language acquisition

'EAL children have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Children learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.' Ofsted 2014

- The home languages of all children and staff should be recognised and valued. Children should be encouraged to maintain their home language and use it in the school environment particularly for New Arrivals wherever possible.
- Although many children acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years
- There are three main EAL groups, which include:
 - Beginner Learners – Children who are in their first two years of learning English.
 - Intermediate Learners – Children who have been learning English for between two and five years.
 - Advanced Learners – Children who have had most or all of their school education in the U.K.
- Language develops best when used in purposeful contexts across the curriculum
- The language demands of learning tasks need to be identified and included in planning
- Teaching and support staff play a crucial role in modelling uses of language
- Knowledge and skills developed in learning the first language aid the acquisition of additional language
- A clear distinction should be made between English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND)

Assessment

All EAL children are entitled to assessments as required. This includes an initial assessment within the first few weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored.

Planning, Monitoring and Evaluation

- Targets for EAL children are appropriate, challenging and reviewed on a regular basis
- Planning for EAL children incorporates curriculum objectives, which take into account whether the child is a beginner, intermediate or advanced EAL learner
- Staff regularly observe, assess and record information about childrens' developing use of language
- When planning the curriculum, staff take into account the linguistic, cultural and religious backgrounds of learners

Teaching Strategies

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum.

- Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified
- Opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. This is alongside collaborative activities that involve purposeful talk and encourage and support active participation
- The classroom is organised so that children have access to effective staff and peer models of spoken language. This includes placing EAL learners in appropriate groups
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, diagrams and graphic organisers
- Additional verbal support is provided, e.g. repetition, modelling and opportunities for oral rehearsal
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames, models and graphic organisers

Special Educational Needs and Disabilities and Gifted and Talented Children

- Most EAL children needing additional support do not have SEND
- Should SEND be identified, EAL children have equal access to school's SEND provision
- If EAL children are identified as Gifted and Talented, they have equal access to the school's G&T provision

New Arrivals

Prior to admission (once all the relevant forms have been completed) the EAL Liaison will meet with parents to discuss and share relevant information and provide a tour of the school. At this point any parental questions are answered and follow up meeting is arranged to discuss how the child has settled in. Any information regarding Special Educational Needs and Disabilities (SEND) will be shared and discussed with the SENCo.

On arrival, the child will be assessed by the one of the Closing the Gap Teachers using descriptors from The EAL Assessment from The Bell Foundation. Each set of scales covers four strands of language and use:

- Listening
- Speaking
- Reading & Viewing
- Writing

English language proficiency in each strand is represented by five proficiency bands and each band has a descriptive label:

- A- New to English/Beginning
- B- Early Language Acquisition/ Emerging
- C- Developing Competence/Expanding
- D- Competent/ Diversifying
- E- Fluent

Each band has 10 assessment descriptors. Pupils are not expected to achieve all the descriptors within a band (some may not be applicable to certain ages, for example) and you may well find that pupils attain the descriptors in a different order to those listed; this is not unusual and is not a cause for concern. However, it is important to be aware that the descriptors are sequenced to reflect internal progression within each band of descriptors, e.g. descriptors 1-3 are 'early development' and descriptors 8 -10 are 'getting closer to the next band'. Although the descriptors are not expected to be achieved in strict order by all pupils, this way of ordering the descriptors within each band enables teachers to set targets from the descriptors and to track progression.

The class teacher will be given targets relevant to their step descriptor stage to aid progress. The EAL Coordinator and the class teacher will then review the assessment and identify whether the child will require further support in the classroom or through a specific language intervention.

Ongoing informal discussions will take place between the EAL Liaison and the parents regarding the child's progress.

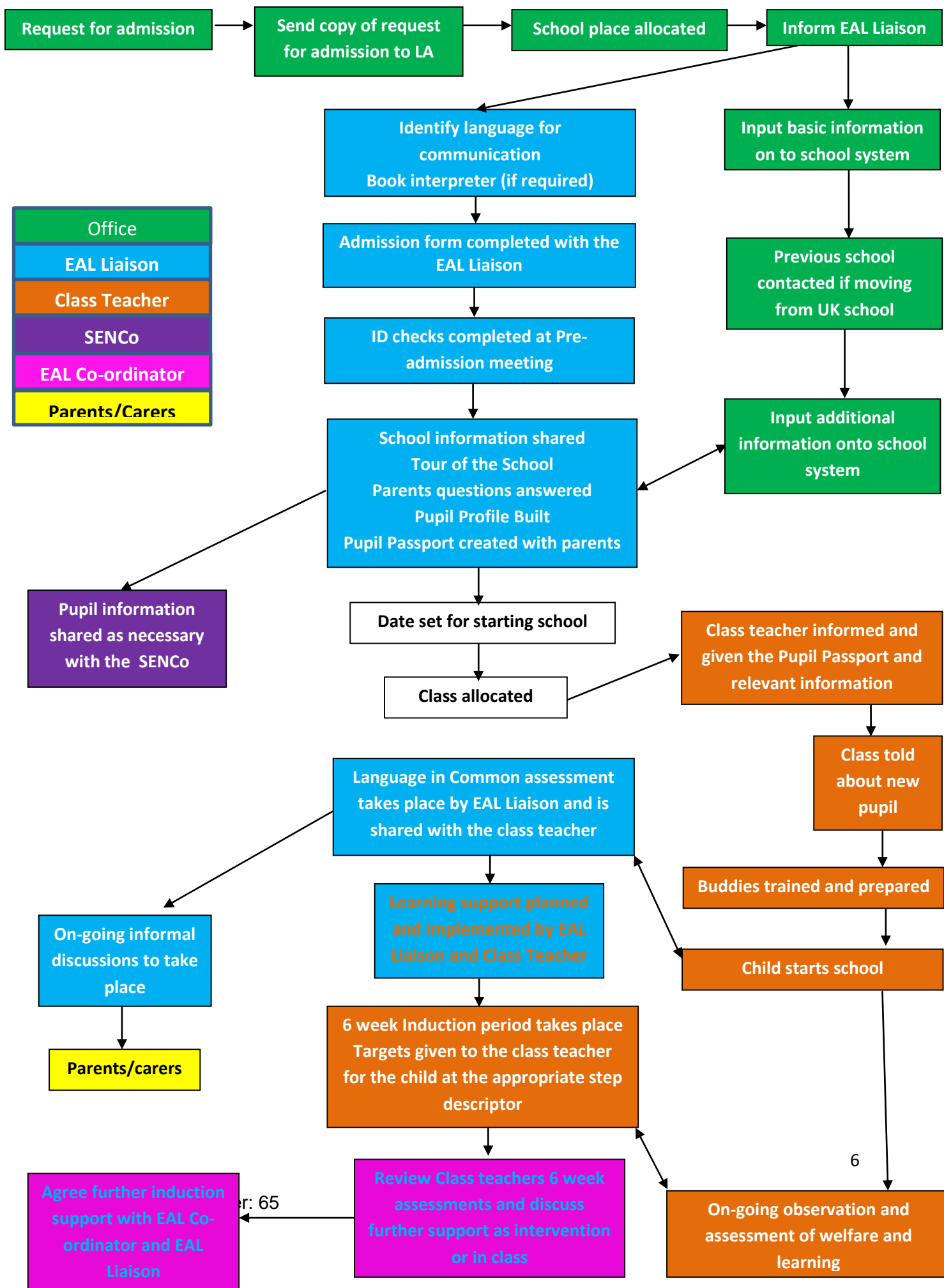
Parental / Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived children and their families / carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Identifying linguistic, cultural and religious backgrounds of children and establishing contact with wider community where possible

- Celebrating and acknowledging the achievements of EAL children in the wider community
- Recognising and encouraging the use of first language
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language

Procedure for Admission and Induction to Uplands Infant School



Roles and Responsibilities

All staff are responsible for ensuring that all children, including EAL children achieve their full potential. These responsibilities will be detailed in the job descriptions of all staff.

Staff will be kept up to date with current, local and national EAL updates. There will be regular training for all staff on the needs of EAL learners.

Monitoring and Review

The day to day monitoring of this policy is the responsibility of the Head Teacher. This policy will be reviewed every three years or earlier if considered necessary.

Agreed Date: May 2022

Review Date: May 2025

Signed:  _____

Head Teacher