



Peregrines Nursery and Falcons School for Girls

English as Additional Language Policy

Primary person responsible for this policy: Rachel Stokes

Job title: Learning Support Coordinator (SENCo and EAL Lead)

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable): 3b

Circulation: This policy is addressed to all members of staff and volunteers in our school. It applies wherever staff or volunteers are working with pupils.

Legal Status

This policy is written to comply with the requirement in The Education Regulations 2010 to outline educational and welfare provision for pupils for whom English is an additional language.

This policy also applies to the EYFS

1. Introduction

The teaching and learning achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards and do this through taking account of each child's life experiences and needs.

In most cases, EAL children are best supported in their progress in English alongside their peers within the mainstream classroom. A small percentage of our intake has particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Each child with English as an additional language is assessed to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from special educational needs. The EAL register will list all EAL children enrolled at the school, regardless of whether they are experiencing difficulties due to a lack of competence in English or not.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

The School promotes equality of opportunity and anti-discriminatory practice and ensures that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our school.

1.1 Definition

A learner of English as an additional language (EAL) is a pupil whose first language is other than English. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English. Pupils will be identified as EAL learners based on information provided by their parents or carers.

1.2 Relationship to Learning Support Coordinator's Register

The EAL register on Firefly lists all EAL children. It specifically highlights those that are experiencing difficulties due to lack of competence in English and are therefore not on the Learning Support Coordinator's register. It also highlights those children who are not experiencing difficulties in the classroom, but do come from an EAL background.

2. 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.

3. Teaching and Learning Style

In our school, individual class teachers take action to help children who are learning English as an additional language through developing their 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 ensure access to the curriculum by:

- differentiating through use of accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators;

- using the home or first language where appropriate.

All children in our school follow our curriculum, which is broadly in line with the National Curriculum. Children with English as an additional language do not produce separate work.

In most cases, we do not withdraw children from lessons to receive EAL support. The class teacher, Learning Support Coordinator and/or learning assistant support(s) the individual child. A 'buddy' system is also used in our approach to provide support where necessary. A child may be taken out of lessons for extra one-to-one language tuition if it is considered to be a necessary intervention, for example if they join the school unable to speak any English.

In our school we help children who are learning English as an additional language by:

- 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;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.

4. Assessment

Assessment of EAL pupils at school is based on the 'Common Language' EAL assessments which are linked to the National Curriculum. This can be found on Firefly. The school uses the EAL common scale as it:

- links with the National Curriculum and the inclusion statements;
- provides early assessment criteria for listening, speaking, reading and writing, two 'steps' before level 1 and 2 descriptors for level 1;
- acknowledges the possibility of uneven profiles and different paths of development;
- supports 'best fit' assessment process;
- is relevant for EYFS, Key Stage 1 and 2.

A detailed programme of how to make the assessments is set out in 'Marking Progress'.

The school Learning Support Coordinator and class teacher assess the new pupil using the Common Scale Assessment Document. Once the assessment has been completed, if it is concluded that the

student will require intervention, an LSP (Learning Support Plan) is written. The EAL Leader, with input from the class teacher, will assess the pupil using the common scale as agreed on the LSP.

Other materials such as software, worksheets, resources are organised for each pupil to work with independently in the classroom during whole class teaching sessions. Examples of these can be found on Firefly.

Regular monitoring and discussion of the EAL pupil and their progress is carried out by the Learning Support Coordinator and class teacher to ensure progress is being made and the materials provided for the pupil are still relevant. The Learning Support Coordinator also liaises with any other relevant adults to ensure EAL pupils' needs are being met.

5. Reporting

Progress in English is reported in the Autumn and Summer term reports, and discussed formally at our parents' conferences. There is no specific EAL report.

Our 'open door' policy encourages parents with children speaking English as an additional language to regularly meet with the class teacher. The aim of these meetings is to update parents on their child's progress and (ii) ensure parents are familiar with the techniques and strategies we are using in class to support their child's development in English.

6. Procedure for new pupils

6.1 Procedure for the First Day of an EAL Pupil

- a. 'First day, first hour' Learning Support Coordinator assessment of new pupil's English, based on 'Common Language' assessment;
- b. Meeting with Learning Support Coordinator and class teacher and relevant other teaching staff to work on LSP for pupil;
- c. Learning Support Coordinator to use the EAL Starter pack with the child on the first day. The resources for this pack can be found on Firefly and a hard copy is located in the Learning Support Coordinator's room.
- d. Programme for one-to-one work with Learning Support Coordinator, class teacher/learning assistants, especially during first three weeks;
- e. A pupil buddy from the class to sit by the new pupil (if available, a speaker of their language) during class lessons;
- f. Ideally, link to an adult buddy that speaks the home language.

6.2 Procedure for the first week of an EAL Pupil

One-to-one 'withdrawn' support is provided during the first week for pupils who join the school without any English: the new pupil will receive a daily one-to-one session for the first week at school. These sessions will be based on the programme set out by the Learning Support Coordinator after the initial assessment has taken place.

The aim of these first lessons is to ensure the pupil feels safe by making sure they:

- * know their way around the school;
- * know the name of all relevant adults and where to find them;
- * know the vocabulary or can use visual aids to communicate their immediate needs - toilet, water, lunch, hot/cold;
- * are able to express how they are feeling - happy/sad/confused etc.

7. Policy and Procedure Evaluation

Evaluation and review of the English as an Additional Language policy takes place on an annual basis. The staff work with the Senior Leadership Team to discuss any changes or adaptations.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy.

Review and updates may take place more frequently where necessary, and changes will be highlighted to staff, parents and pupils as appropriate.

8. Online Resources

The following resources can be used on a laptop with head phones during a lesson:

[British Council Website](http://learnenglishkids.britishcouncil.org/en/) - <http://learnenglishkids.britishcouncil.org/en/>

[Mantra Lingua Website](http://www.mantralingua.com/mantralinguachoosecountry.html) - <http://www.mantralingua.com/mantralinguachoosecountry.html>

[Naldic Website](http://www.naldic.org.uk/) - <http://www.naldic.org.uk/>

[Slough EAL Website](http://myweb.tiscali.co.uk/beginners/) - <http://myweb.tiscali.co.uk/beginners/>

Additionally, Classroom Teaching: Guidelines for welcoming a New EAL pupil into the classroom can be found on Firefly