

## Reedley Primary School

### EAL Policy



*Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.*

*(Mission statement)*

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## Rationale

Reedley Primary School has a large percentage of who pupils for whom English is an additional or second language to their own native language. Staff are entirely committed to ensuring that EAL and/or international pupils at Reedley Primary School are provided with the best opportunities to enable them to make progress in a British curriculum environment. This is the principal aim of this policy. Teachers ensure bi-lingual learners feel confident to use their home language as a tool for learning and have members of staff who are from the cultural and linguistic backgrounds of the majority of our children. Teachers provide resources which support learning ensuring they are appropriate to children's experiences and free from cultural stereotype and bias. The curriculum reflects the life experiences, culture and language of the children and focuses on language use and development in all areas of the curriculum. The staff at Reedley and the wider pupil community value the cultural diversity brought by speakers of other languages. They take steps to ensure that pupils who speak other languages are integrated effectively into the school environment, both academically and pastorally. Pupils with EAL are subject to all the normal procedures for learning, teaching and assessment that all pupils are, such as, assessments on Target Tracker as well as the school's own EAL assessment (SOLIHULL).

In addition, communication is enhanced between the specialist teachers of English, the SEN department, the English coordinators.

School staff maintain an EAL register, to ensure that they are tracking and monitoring our meeting of the needs of pupils with EAL.

## Purposes

- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To provide a rich language environment which has good role models of oral and written English used for a variety of purposes.
- Identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- Promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- Provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- Actively liaise with parents to help them to support their children's learning.
- Facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- Ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- Seek first language assessment to ensure the accurate identification of SEN.

- Monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- Provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- Celebrate multilingual skills and promote linguistic diversity with all pupils.

## Policy Objectives

In order to meet the special educational needs of the children at Reedley Primary School, staff aim to:

- work within the guidance provided in the SOLIHULL book.
- operate a 'whole school' approach to the management and provision of support for EAL;
- provide an English as an additional language Co-ordinator who will work with the EAL Policy;
- ensure that all who are involved with children are aware of the procedures for identifying their communication needs, supporting and teaching them;
- provide support and advice to all staff working with children with EAL;
- plan an effective and differentiated curriculum to meet the needs of children with EAL, to help them overcome their barriers to learning;
- provide advice and support for all staff, governors, parents and the wider school community in EAL issues;
- work in close partnership with parents/carers of children who have EAL;
- support the Every Child Matters agenda;
- recognise, value and celebrate pupils' achievements, however small.

## Definition of English as an Additional Language (EAL)

A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or community.

Where a child was exposed to more than one language (which may include English) during early development, the language other than English, is recorded, irrespective of the child's proficiency in English.

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

## Identification and Provision

### Quality First Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated and personalised, is the first step in responding to pupils who have EAL.

Teachers assess the EAL children, who are new to school, using the SOLIHULL document within the first to third week, week sixth to eighth, then at the end of their first term in school and again in their second term in school. Teachers use the SOLIHULL statements to plan appropriate next steps for the pupils.

Pupil Progress Meetings are held each term where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as possibly having EAL they will be closely monitored by staff in order to gauge their level of language and possible difficulties.
- b) The child's class teacher will provide differentiated and personalised learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

### Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials, bilingual dictionaries, technologies and Communication in print program to develop activities such as sentence substitution
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

### Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how everyday speech is adapted into formal, written texts. Teachers ensure children use their 'speak well wheel' to ensure all children are developing their speech in every lesson.

### *Learning through talk*

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

### *Teaching strategies*

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

### **Learning from text**

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

### *Teaching strategies*

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

### **Learning through writing**

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

### *Teaching strategies*

- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

## **Partnership with Parents**

Parents of children with EAL are kept fully informed of the provision that is being made for their children. Parents are invited to review progress made against their SOLIHULL assessments and the curriculum are discussed at Parent's Evenings.

When necessary, translators are available to support parents with understanding the needs of their children and developing their language acquisition.

## Monitoring the Success of the EAL Provision

Evidence of the effectiveness of this policy on progress will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting;
- differentiated and personalised short-term planning by the class teacher to meet the child's needs;
- more age-appropriate scores on standardised testing;
- discussion at an appropriate level with the child about their progress;
- discussion with parents about the child's progress;
- ongoing performance management reviews (as per the school's Performance Management Policy).

## Measuring the Progress of EAL Children

Progress is recognised where one or more of the following are met:

- the attainment gap narrows between the pupil and his/her peers;
- the child is working at or above age-related expectations;
- attainment is in line with their baseline assessment;
- the child's progress is in line with their peers.
- the child shows improvements in speaking;
- the pupil has full curriculum access.

## Evaluating the Success of the EAL Policy

The success of the policy will focus on the needs of all children with EAL being met by:

- having the systems in place to develop the transitions into school.
- making use of good practice in planning for, teaching and assessing children with EAL;
- regular reviewing of the child's progress against their EAL assessments;
- providing additional and differentiated intervention if progress is not adequate;
- considering the wishes of the child at an appropriate level;
- having a positive and effective partnership with parents;

## Training

Within school there is an ongoing programme of INSET training for all members of staff. Miss Mackenzie has attended the Harmony Trust EAL Champion course.

The EAL Coordinator regularly attends courses on EAL run by the LEA. The EAL attends the local EAL Cluster meetings which are run by the EAL Advisory Team to discuss national, local and EAL issues which affect EAL provision.

All training undertaken is shared with the whole staff at staff meetings or INSET.

The EAL coordinator leads INSET sessions for the school staff on specific EAL issues.

Other external professionals may be invited into school to work alongside staff in order to provide support and guidance.

## The EAL Team

### English as an Additional Language Co-ordinator (EAL)

Miss Jenny Mackenzie is responsible for the arrangements for EAL provision throughout the school with support from the Headteacher, SLT and governing body.

The EAL coordinator's role may include:

- overseeing the day-to-day operation of the school's EAL policy;
- co-ordinating provision for children with EAL;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with EAL;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- ensuring that the school keeps the records of all pupils with EAL up to date;
- Contributing to in-service training for staff on EAL issues.

### The role of Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils with EAL in their class, including pupils who access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have English as an additional language.

-Staff provide a broad, balanced, active and creative curriculum with opportunities for hands on learning.

-Staff develop consistent approaches to teaching and learning in literacy and build increased awareness of the existing language knowledge and understanding that pupils bring to lessons.

-Staff use speaking and listening strategies to develop subject learning, ensuring vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

-Staff plan for teaching and learning of subject-specific vocabulary.

-Staff develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts, providing a range of reading materials that highlight the different ways in which English is used.

-Staff model writing for key text types within their subject.

Our policy will result in children who are confident and self-motivated communicators in both English and their home language.

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