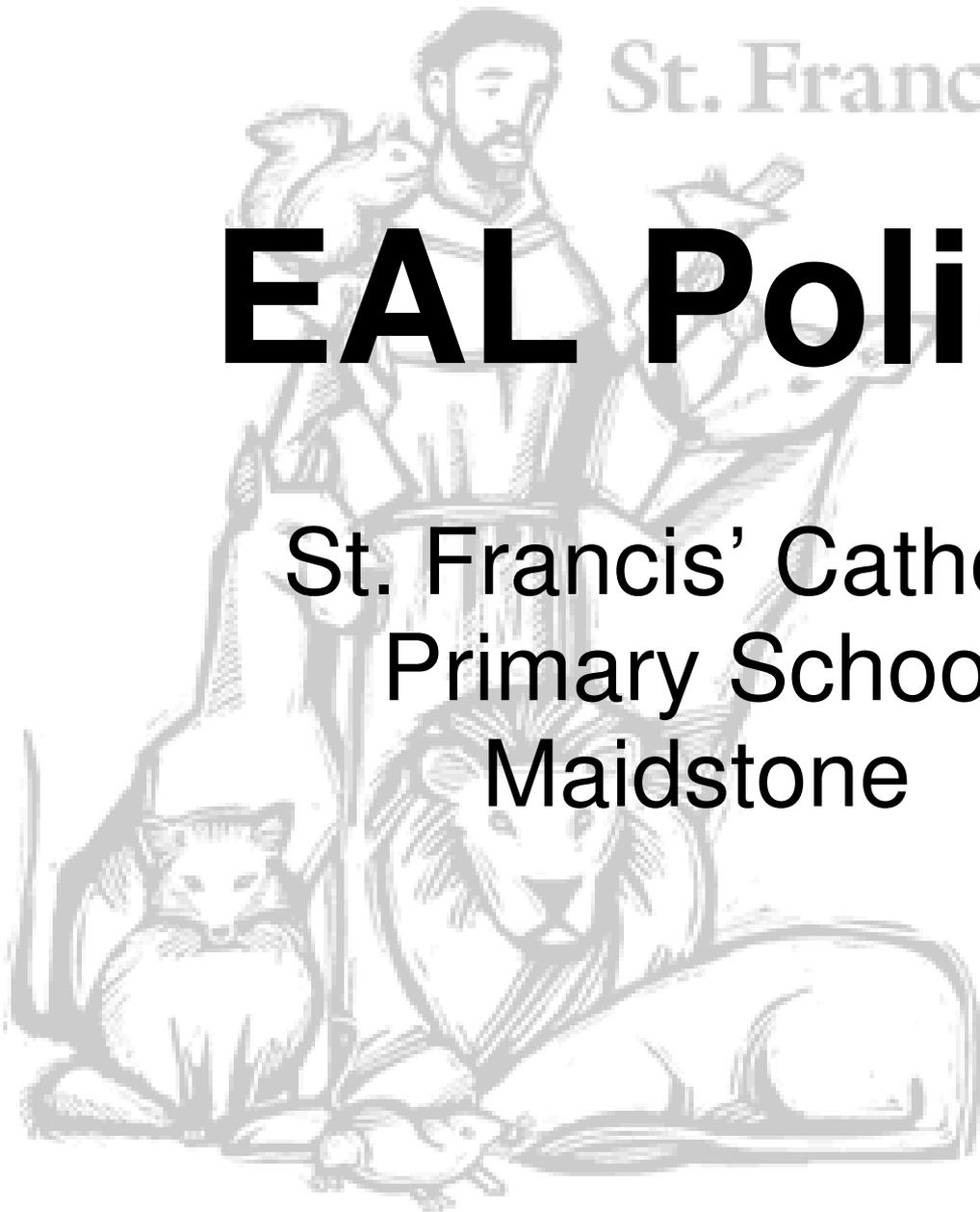




St. Francis

EAL Policy

St. Francis' Catholic
Primary School
Maidstone



St. Francis' Catholic Primary School

English as an Additional Language (EAL) Policy

Pupils at St. Francis' School come from a broad range of cultural heritages. A higher percentage of pupils speak English as an additional language than is found on average nationally or in Kent and many are at an early stage of learning to speak English. The statistics for June 2017 record that 40.1 % of the children have an EAL background. 32 different languages are represented in the school. The two most common non-English languages in the school are Malayalam (spoken in Kerala in Southern India) and Tagalog (spoken in The Philippines). The number of pupils from minority ethnic groups in 2017 reached 51.2%.

Our school is an integral part of the local community, and endeavours to create a welcoming, caring and secure learning environment for all the pupils in our care.

Learning an additional language is a long process. While social fluency may be acquired within two years, it may take EAL pupils up to seven years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English. We believe that much can be done to help the acquisition of English as an additional language by parents, teachers and pupils working together collaboratively, whilst maintaining and valuing pupils' other languages.

1 Introduction

1.1 This document is a statement of the aims, procedures and strategies for provision for EAL children at our school.

1.2 In our school 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 fulfil their potential. We do this through taking account of each child's life experiences and needs.

1.3 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. As a staff we acknowledge that the need for support with English development is not a Special Educational Need, but we recognise that some children learning English as an Additional language may have some Special Educational Needs.

1.4 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.

1.5 As a staff, we recognise the right and entitlement of all children to full and equal access to the National Curriculum. We also recognise that children who have English as an additional language are entitled to learn in an environment free of spiritual or cultural discrimination.

2 Aims and objectives

2.1 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.

- 2.2** 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.
- 2.3** We intend to ensure that bilingual children build on their prior knowledge of their first language and culture, and retain their own cultural identity.
- 2.4** To positively ensure that parents of ethnic or linguistic minorities are welcomed into the school and that their contribution to the full life of the school is valued.

3 Teaching and Learning Style

3.1 In our school, teachers take action to help children who are learning English as an additional language by various means:

3.1a 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;

3.1b ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

3.1c It is the class teacher's responsibility to:

- Ensure that an initial assessment of language skills is carried out within 6 - 8 weeks in conjunction with the EAL co-ordinator and a copy of the cover sheet given to the named EAL co-ordinator.
- Set appropriate targets (with the EAL co-ordinator where appropriate) based on the results above and include information regarding support, monitoring and review arrangements.
- Be aware of and make use of recommended techniques and strategies for supporting EAL children in the classroom, such as training, resources, specialist advice and support.
- Ensure that classroom displays are not stereotypical but reflect awareness and value of cultural diversity.
- Organise where possible a 'buddy' system by introducing the child to another child who speaks the same language,
- Develop own knowledge and understanding of cultural acquisition and second language learning.
- Sit EAL pupils with high ability children to provide good role models.
- Have high expectations of EAL pupils.

4 Curriculum access

At St. Francis' School we firmly believe that language learning is most successful for both EAL speakers and early bilingual learners when it is taught within the context of the mainstream curriculum.

4.1 All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

4.2 We occasionally withdraw children from lessons to receive EAL support for short well-structured sessions for a limited period of time, however usually the EAL co-ordinator works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children. Sometimes the EAL co-ordinator works with groups of children, of whom only one or two may be EAL children.

4.3 In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

4.4 The Foundation Stage helps children 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 and supporting opportunities for children to hear their home languages as well as English.

5 Assessment

5.1 Our school uses the Kent Steps Framework to measure English language competence and progress for EAL children. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

5.2 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

5.3 In the mathematics tasks and tests at Key Stage 1, where possible we translate words or phrases that appear in the assessment materials or that the children use in their responses.

5.4 For the written mathematics test at Key Stage 2, where possible, we provide individual readers for EAL pupils and translations where necessary.

5.5 Additional support for EAL children during the Key Stage 1 and Key Stage 2 assessment period is provided where appropriate.

The role of the Management team

The role of the management team involves:

- working closely with EAL co-ordinator
- keeping the governing body well informed about EAL within the school
- informing newly arrived bilingual families of EAL provision for their children

The role of the EAL co-ordinator

The role of the co-ordinator involves:

- supporting EAL pupils in gaining access to the mainstream curriculum
- assessing progress of EAL pupils in partnership with class teachers and keeping records of children's assessments;

- collecting and storing appropriate resources so they are easily accessible;
- developing own competencies and expertise, and that of, in order to support colleagues.
- providing data for monitoring ethnic minorities/EAL children in order to access additional funds;
- raising awareness of strategies and resources, and continue to raise the profile of EAL children and ethnic minorities within the school.
- Updating school displays on language and multicultural themes
- updating the EAL register;

The EAL policy, along with the following information can be located in every class Teacher's lilac EAL folder which contains:

- EAL Policy
- Casual Admissions Policy
- Tips of good EAL practice
- List of EAL pupils
- Kent Steps assessment of individual EAL children
- Additional information from courses/staff INSET
- Class teacher information for individual EAL pupils

Please note:

The term 'bilingual' is defined as a need to operate in more than one language on a regular basis regardless of the level of fluency in any of them.

Definition of First Language

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, to determine which language should be recorded.

To be reviewed: July 2019

Date: July 2017