Mountbatten Primary School

EAL Policy

1	Summary	EAL Policy
2	Responsible person	Adam Tompkins
3	Accountable SLT member	J Wegg
4	Applies to	☒All staff ☐Support staff ☐Teaching staff
5	Who has overseen development of this policy	Jamie Wegg
6	Who has been consulted and recommended policy for approval	LGB
7	Approved by and date	5.10.22
8	Version number	1

9	Available on	Every	☐Y ☒N	Trust website	☒Y ☐N
				Academy website	☐Y ☒N
				SharePoint	☐Y ☒N

10	Related documents (if applicable)	
11	Disseminated to	☒Trustees/governors ☒All staff ☐Support staff ☐Teaching staff
12	Date of implementation (when shared)	September 2022
13	Consulted with recognised trade unions	☐Y ☒N

Contents

1. Introduction

1.1. The term EAL is used when referring to pupils where the mother tongue at home is not English. This policy sets out the Mountbatten Primary School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

2. Scope of the policy

2.1. The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

2.2. Our school will:
- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to fulfil their academic potential.
- Encourage and enable parental support in improving children's attainment.
- Assess the skills and needs of pupils with EAL and to give them appropriate provision throughout the school.
- Maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3. Implementation of the policy

3.1. 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 languages. A clear distinction should be made between EAL and Special Educational Needs.

3.2. To assist teachers and teaching assistants in support EAL pupils effectively, the following 5 stage model for second language acquisition will be referred to.

3.3. Stage 1 – New to English (beginners)

A child may:

- Use first language for learning and other purposes
- Remain silent in the classroom
- Copy/repeat some words and phrases
- Understand some everyday English expressions but have minimal or no English literacy
- Follow day-to-day social communication in English and begin to use spoken English for social purposes
- Understand simple instructions and follow narrative/accounts with visual support
- Develop some skills in reading and writing and become familiar with some subject specific vocabulary
- A child at this stage needs significant support.

3.4. Stage 2 – Developing Competence (intermediate)

A child may:

- Participate in learning activities with increasing independence
- Express themselves orally in English but structural inaccuracies are still apparent
- Requires ongoing support in literacy, particularly for understanding text and writing
- Follow abstract concepts and more complex written English
- A child at this state requires support to access the curriculum fully.

3.5. Stage 3 – Competent (advanced)

A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum
- Read and understand a wide variety of text
- Written English may lack complexity
- Demonstrate evidence of errors in grammatical structure
- A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

3.6. Stage 4 – Fluent (intermediate)

A child may:

- Have excellent comprehension and make few grammatical errors
- A child at this stage requires support to finesse their grammatical understanding and appliance within their written work.

3.7. Stage 5 – Fluent (advanced)

- A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Additionally, they have acquired the ability to think in their second language.

3.8. Strategies

- Staff will use the following support strategies to ensure access to the curriculum for EAL pupils:
- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support e.g. repetition, alternative phrasing, peer support
- Additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc
- Bilingual resources e.g. dictionaries, on-line support, bilingual staff or pupils, texts, key word lists
- Writing frames, directed activities linked to texts
- Opportunities for role play
- Regular feedback from staff
- Discussion opportunities provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression from concrete to abstract
- Further support for language development in the form of focus interventions
- Learning environment
- Classrooms will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

4. Assessment

4.1. On-going formative assessment will be used to determine a pupil's attainment and progress in line with the agreed school policies and procedures. Being knowledgeable about pupils' abilities and needs in English and other subjects allows for effective planning, teaching, interventions, groupings and use of resources to support learning and progress.

4.2. The progress of pupils with English as an additional language will be discussed in pupil progress meetings.

5. Inclusion

5.1. Pupils with English as an additional language will take part in the full curriculum for their year group.

5.2. The school will provide texts and resources that suit a pupil's age and level of learning. Teacher will recognise the child's mother tongue in order to boost the child's self-esteem. A pupil's strengths will be identified and they will be encouraged to transfer their knowledge, skills and understanding of one language to another. Teachers will recognise that pupils with English as an additional language will need more time to process and answer questions both orally and in written format. The school recognises that intelligence is not measured in the ability to speak English fluently.

5.3. Should Special Educational Needs be identified, EAL pupils will have equal access to the school's SEND provision. EAL pupils identified as More Able, Gifted and Talented they will have equal access to the school's provision.

6. <u>EAL register</u>

6.1. It is the responsibility of the EAL co-ordinator to ensure that the register is checked annually; and updated when pupils are admitted to the school.

6.2. This policy will be reviewed every two years.