

EAL POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit**:

- ✓ To build **Strong Foundations for Character Development** that:
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Luthfa Begum	SENCO	
Kiran Rahman	External Governor	

Reviewed: September 2020
Next review date: September 2023

English as an Additional Language (EAL) Policy

Introduction

The Department for Education (DfE) and EAL in the National Curriculum

The Department for Education (DfE) defines 'first language' as 'The language to which a child was initially exposed during early development and continues to be exposed in the home or in the community'. For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

Through the National Curriculum, the DfE expects effective teaching and learning for EAL to take place within the curriculum:

- Teachers must take account of the needs of student's whose first language is not English. Monitoring of progress should take account of their age, length of time in this country, previous educational experience and ability in other languages.
- The ability of students for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help them develop their English and aim to provide the support students need to take part in all subjects.

Rationale

The purpose of this policy is to outline the school's approach to identification and meeting the needs of students who are classified as having English as an additional language (EAL). In addition to this, it is to raise awareness of the school's obligations in order to support the planning, organisation, teaching and assessment procedures, and also highlight the implementation of resources and strategies in order to meet the needs of all EAL students. The end result is to raise student achievement. This is in line with the requirements of the Race Relations Act 1976.

Definition

In defining EAL we have adopted the following definition:

'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English.'

EAL students may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

Principles Underpinning the Work of the Department at Date Palm Primary School

Students with EAL have the right to a safe and stimulating learning environment in which their languages and cultures are valued. They are entitled to the same educational opportunities as their monolingual peers with access to a broad, balanced and relevant curriculum.

EAL learners are not a homogeneous group. They have distinct and different needs affected by, amongst other things, their previous experience of schooling and literacy in their first language, the age at which they enter the UK educational system and their home and communities' expectations of education, language and learning. Some students have suffered emotional and psychological trauma as a result of loss and displacement in their countries of origin.

Mission statement

At Date Palm Primary School, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. We promote the principles of fairness and justice for all through the education that we provide in our school.

Learning an additional language may present challenges to the curriculum but this does not signify that the student has a special education need.

Students with English as an Additional Language may also have Special Education Needs and these need to be assessed accordingly.

School Context

Date Palm Primary is situated in Tower Hamlets, therefore the population at the school is 100% EAL, the most common being, Arabic, Bengali, and Somali. It is important to note that although majority of the children are fluent in English as oppose to their mother tongue. However, there are some children on level 1 of entering into speaking English.

Although many students have attended school and are literate in their home language on arrival, there are some who may have had very little or no previous formal education. This wide range means that responsibility of teaching these students is a challenge for everyone concerned.

Every new arrival is assessed by the EAL department.

Their stages of English as specified by the DfE are then recorded. Information is also collected on the students':

- family
- linguistic background and competence in another language/s
- previous educational experience

This informs the department on how best to support the student.

The department uses a holistic approach as identified by The Prism Model of Thomas and Collier.

Teaching and Learning style

All children at Date Palm Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum subjects. Children with English as an additional language do not produce separate work. We do not generally withdraw children from lessons to receive EAL support, as we have an inclusive teaching approach and do not categorize EAL children as SEN. The access to learning requires attention to words and meanings, it is imperative that teachers provide keywords which are explicit and accessible to the student. Language develops best when used in purposeful contexts across the curriculum and therefore, the language demands of learning tasks need to be identified and included in planning.

Planning and differentiation

- We provide differentiated opportunities matched to individual EAL child's needs
- The key language features of language, which are necessary for effective participation, are identified. These might be key words, grammar patterns, uses of language or genre of text.

Literacy and Numeracy

The core areas: English, Maths and Science are the main focus initially. Learning activities are carefully structured and focused to take account of range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all children are able to participate fully. Grouping and setting arrangements are regularly reviewed to ensure that EAL learners have access to strong English peer role models.

Strategies Used

- Collaborative group work
- Enhanced speaking and listening opportunities
- Effective role models for speaking, listening, reading and writing
- Additional verbal support: e.g. repetition, alternative phrasing, peer support etc
- Additional visual support e.g. posters, pictures, labels, non-verbal clues etc
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- 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;
- Bilingual resources e.g. dictionaries, texts, word lists etc
- Writing frames and directed activities relating to texts
- Opportunities for drama and role play
- Regular feedback from staff
- A focus upon the cultural imperatives explicit or implicit in texts
- Progressing learning from the concrete to the abstract
- Further support for language development e.g. through assemblies, extended learning opportunities etc

G+T and SEN

Most EAL children requiring additional support do not have SEN. However, if SEN are identified during assessment, then EAL children will have equal access to school provision. Equally there are likely to be G+T children even though they may not be fluent in English.

The Role of the Class Teacher and Teaching Assistant

All staff are aware that bilingual children may have a competence in their first language, which equals, or surpasses, their competence in English. They acknowledge that an individual child's mature, and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English.

Many students are very quickly, able to express themselves at a more competent level in their spoken English however, their skills in writing and reading take much longer to acquire. The level of language needed for academic study is more difficult to master and because of this they can require continued support for more than 7 years. Teaching and support staff therefore play a crucial role in modelling uses of language. All staff are considered to be teachers of English as an Additional Language.

- The child's class teacher records progress made and completes and reviews Individual EAL Plans

- If an EAL child also has SEN, then he/she will have an APDR as well as a EALP and progress will also be monitored by our LS Manager.
- EAL children are supported within available resources by a team of teaching assistants.
- The work undertaken by the TA may be individual, group or within a whole class setting.
- The TA supports, through the first language, the pupils initial learning of English
- She assists the newly arrived EAL beginner to settle into the life and routines of the school
- She helps EAL children gain access to mainstream curriculum
- She works and liaises with parents to understand their needs, the needs of their children and the needs of the school.

Our EAL Coordinator:

- works in partnership with our SMT and Leadership Team in ensuring that this policy is being implemented effectively and that all children are making appropriate progress.
- works in partnership with appropriate external agencies in striving to meet the needs of individual children.
- works in partnership with our CPD Manager in providing appropriate training/development opportunities.
- ensures that all relevant data is collected and that the progress of all EAL children is tracked and monitored to ensure that they are making appropriate progress.
- monitors and evaluates all EAL provision in our school.

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 where possible;
- Where possible, providing a variety of writing in the children's home language as well as in English.

Key Stages One and Two help children learning English as an additional language by:

- Continuing those strategies used in FS, whilst moving the emphasis towards written and spoken English in preparation for SATs at the end of KS2.

Assessment

The statutory assessment arrangements of the National Curriculum subjects allow us to make special arrangements for children who are learning English as an additional language. The EAL Coordinator and learning support staff carry out ongoing recording of attainment and progress in line with agreed school procedures.

- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
- The Head Teacher closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy.
- Appropriate strategies to support the development of EAL as well as enabling close tracking of weekly support.
- Tracking of targets and progress is monitored and reviewed every half term. Pupils participate fully in the review process according to their age and abilities.
- Parents/guardians are invited to participate in the review process at parents' evening.
- In the mathematics tasks and tests at Key Stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses.
- For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language.
- For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.
- The support teacher offers support to children during the Key Stage 1 and Key Stage 2 assessment periods.

Home/School Links

We firmly believe that language learning is most successful, for both first and EAL speakers where the informed contribution of parents to their children's education is seen as vital to each child's progress.

Positive home/school links are very important. Parents/carers need to understand the English educational system and must be encouraged to work closely with the school. Families need to feel confident in approaching the school and interpreters are used when appropriate when completing admission forms, attending parent/carer consultation meetings etc.

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.
- We aim to ensure that our written and spoken communication with families and the community is effective through the use of plain English and translators and interpreters, if appropriate and available.

- All children have a half termly EAL Plan.
- The progress of EAL children is carefully monitored