SAINT CHRISTINA'S SCHOOL: ENGLISH AS AN ADDITIONAL LANGUAGE

Review Initiated by	Headteacher
Last Review	Summer 2024
Next Review	Summer 2025

This policy applies to the whole of Saint Christina's including the Early Years Foundation Stage (EYFS)

1. Introduction

1.1. Our School has a significant number of pupils who have English as an additional language. At Saint Christina's we recognise that cultural and linguistic diversity is a rich resource for the whole School. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. We feel it is important to value the use of the home language as an essential part of the child's language development.

2. Aims:

- To develop competence and confidence in the speaking and listening, reading and writing of English of EAL pupils.
- To support access to the curriculum at all levels, including EYFS, by improving children's fluency and providing support as appropriate.
- To work within guidelines provided by the Department for Education, and the values and ethos of the School Mission Statement.
- To encourage children to actively participate in their own learning.
- To integrate new children into the School in order to ensure they gain access to the curriculum and academic achievement.
- To identify and make maximum use of opportunities for modelling fluent use of English, and to provide opportunities for children to practise and extend their use of English.
- To provide opportunity for the first language to be seen as an asset to the learning environment of the School.
- To ensure children are fully integrated and have the opportunity to participate in all aspects of School life.
- To try to ensure our School environment displays a value and respect for all languages and cultures.

3. Equality Statement

3.1. At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

3.2. Pupils learning English as an additional language are entitled access to the full curriculum. We will aim to raise the attainment of EAL pupils and ensure that they are able to access the full range of experiences within the curriculum.

4. Implementation

4.1. All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately. In the Early Years and Foundation Stage, we do not generally withdraw children from the

classroom to receive EAL support. Support is provided in the classroom by the teacher or the Teaching Assistant or, a support teacher working with individual children or with small groups. However, some extra support will be provided when necessary, by the SENDCo. Such withdrawal support should be agreed by the class teacher, SENDCo and the Learning Support teacher and should be linked to boosting self-confidence and developing general oral and written communication skills.

4.2. Collaboration between class teacher and colleagues giving support is essential in identifying and meeting the needs of EAL pupils in the planning, implementation and assessment of pupils' language development.

4.3. Teaching Strategies and good practice

- Use a "buddy system" within the classroom with a child of a similar home language.
- Recognise that there may be a long 'silent' period where the pupil is assimilating the language but is not yet ready to attempt extended verbal communication.
- Make sure that delivery is clear and that, initially, the quantity of vocabulary used is small.
- Review any discussions emphasising the key points.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Always give the children a clear model to follow which can be an oral or written instruction or diagram.
- Ensure that there are sufficient opportunities for speaking and that speaking is used to support writing.
- Provide a range of reading materials that highlight the different ways in which English is used supplementing appropriately levelled reading material.
- Explore the cultural diversity of music, art, clothing, artefacts, etc.
- Through working in mixed groups EAL children can model their language or the language used by their friends.
- Activities in subjects like Science are often practical and involve the use of materials. These provide support for meaning. Good visual support is essential for all good primary practice but crucial for bilingual children.
- Some activities just by their nature mean that certain language is predictable and gets repeated naturally, (i.e. turn-taking games and activities which involve collecting, recording and interpreting information).

5. Identification and Assessment

5.1. Before entry parents provide the School with information regarding the child's home language or languages. The Class Teacher with Co-ordinator will identify the stage/level of EAL pupils using the DFE proficiency in English Stages. Children joining the School at Key Stage 1 or Key Stage 2 deemed to be new to English and Early Stage Acquisition of English Language will also have an English Language Assessment in order to inform planning for intervention.

5.2. Further, ongoing assessment will be based on teacher judgement of classroom work and a variety of data including:

- CATs
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Attendance and behaviour monitoring
- Ethnic data
- Ongoing oral assessment and observation

- WellComm –GL Diagnostic Speech and Language Assessment Toolkit. (EYFS-Year 1)

6. Home/School Links

6.1. The importance of home/School links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the School to support their children. Families must be supported to feel confident in approaching the School for information and support. To facilitate parents of new EAL pupils, longer or extra parent teacher meetings may need to be offered.

7. Planning

7.1. Effective planning is a vital component of quality support. Where individual pupils require differentiated work, the class teacher, teaching assistant, L.S. teacher or SENDCo need to reflect this in short term planning.

7.2. Planning needs to be informed by findings from individual pupils' assessment records. Specific subject/lesson plans for EAL pupils may need to take into account:
- Curriculum content, knowledge, understanding and skills
- Learning objectives
- Teaching activities
- Teaching resources
- Tasks to be completed by pupils
- Pupil targets
- Teachers are responsible for planning tasks to ensure effective use of teaching assistants.
- Grouping of EAL pupils within class to promote language acquisition across the curriculum.

8. Special Educational Needs and Pupils with English as an Additional Language

8.1. Where an EAL Pupil is also has SEND, the general learning difficulties will be referred to in the Class Provision Map or Individual Provision Map.

9. Use of ICT

9.1. ICT provides teaching staff with:
- Access to resources that are culturally and linguistically diverse
- Innovative tools with which to integrate language and curriculum learning.

9.2. Using ICT, teachers can support EAL pupils at different ages, and at different stages of learning English, to develop their understanding and use of English and to enhance their learning.

9.3. ICT provides opportunities for EAL learners to access information in different and helpful forms. This can help them to make links between new information and their existing knowledge.

9.4. ICT also creates opportunities for learners to refine, develop and store their language work. Using word-processing programs to redraft texts, publishing programs to present information can help EAL learners to express their knowledge more successfully in English.

9.5. Using web-based resources can allow EAL learners more opportunities to become familiar with the language and concepts of the curriculum through prior access or

through revisiting the materials. This can help build familiarity and understanding, and can be especially powerful if parents, other adults and peers are involved. A list of useful websites and applications (apps) will be distributed to teaching staff and up-dated on a regular basis.

9.6. Encouraging EAL learners to use word processing and text tools like online thesauruses, spelling and grammar checkers can help learners become more independent. These tools may not be appropriate for early stage EAL learners to use without support, but they can help more advanced EAL learners to extend what they can understand, say and write.

9.7. ICT can be a great stimulus to working, thinking and talking collaboratively, and this supports EAL learners in processing and embedding language and curriculum learning.

10. Integration of EAL pupils

- In order to make new pupils feel welcome, they will be given a buddy on arrival, who speaks the same language, if possible and who will look after them at play/lunch times.
- We will ensure a supportive environment, encouraging children and families to share their culture, language and religion in assemblies and on special International days.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will enhance progress in all areas.
- EAL pupils will be taught subject specific vocabulary for Mathematics, Science, History and Geography units as well as for other subjects where appropriate.
- All School staff, including Teaching Assistants and Supervisory Assistants, will be made aware of the linguistic needs of individual EAL children. Staff receive training as appropriate, to enable them to maximise support for EAL pupils within the classroom environment.

11. EAL Resources

- Books and posters.
- Language stories, poems, songs.
- IT programmes, resources and websites.
- Language and vocabulary games.
- Props for re-telling traditional tales
- Word games and puzzles.
- Specific resources for teaching EAL will be stored in the SEN Room.
- Lexia and Learning Journey ICT programmes
- Learning Village (IT)

12. Role of the Learning Support Teacher/ SENDCo

- Conduct and oversee the delivery of EAL provision.
- Share opportunities to draw on pupils' prior experience and first language.
- Contribute to the targets of pupils with EAL.
- Help to analyse language demands of lessons.
- Share and agree teaching strategies that will address pupils' needs including collaborative work between pupils.
- Help provide or develop visual materials and prompts to support pupils' learning.
- Provide or develop differentiated resources to ensure pupils' access to the curriculum and development of EAL.
- Support staff in the teaching of EAL pupils.
- Monitor EAL provision in the School.