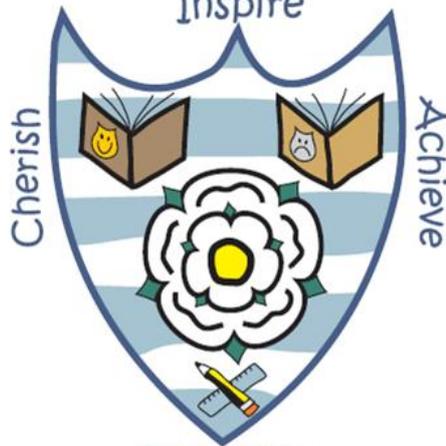


Birkwood Primary

Inspire



Together

School

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

UPDATED MAY 2019

Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the 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.

Aims

- 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.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment and to be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To monitor pupils' progress systematically and use data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies School/class ethos

Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. It is therefore important to:

- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in tests will be awarded, if appropriate.
- Support pupils if they wish to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Group children to ensure that EAL pupils hear and see good models of English spoken and written.
- Use collaborative learning techniques.

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for speaking and listening which is used to support writing.

Assessment

Data forms identify pupils where English is their second language. Assessment procedures will take into account progress given pupils' starting points.

Access and support

At Birkwood Primary School, all pupils follow the Early Years and Foundation Stage and National Curriculum. We will provide support, texts and resources that suit the pupils' age and levels of learning. Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable them to access and complete tasks. Where necessary, extra support will take place for a set period of time to address specific language or learning focus. Visual clues will be provided in the home language to support transition.

We will support pupils with English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages supports each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

Responsibilities

Induction checklist (see appendix A) should be completed and distributed to the Head Teacher, SENDCO and EAL Coordinator.

Information on new pupils with EAL (see appendix B) to be completed and a copy given to EAL Coordinator

Where appropriate, obtain from the previous school, information on level of English studied/used

Head Teacher ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents/Carers and staff are aware of the school's policy on pupils with EAL

- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

EAL Co-ordinator

- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to plan appropriate work and undertake necessary interventions
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENDCO

Class Teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects (using appendix C to help with basic vocabulary needs)
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Monitoring and Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy will be reviewed in May 2020.

Signed _____ Head Teacher Date _____

Signed _____ Chair of Governors Date _____



Appendix A

Suggested Induction Checklist

This is a suggested resource in order to make sure that the student and his/her family are well informed of everything required.

Date:	Tick	Staff Initials
Completion of paperwork with parents/carers (including the additional questions) Admission forms explained, assist to fill in forms if necessary		
If possible, learn to say 'welcome' in the family's language		
Arrange to hold a meeting in a quiet area where you won't be disturbed. If parents' English is not fluent it is helpful to be in a quiet room where they can concentrate.		
Uniform – have an example of school uniform and P.E kit ready to show parents.		
School Day		
Overview of the curriculum		
School calendar		
School expectations/rules		
Lunchtime – school dinners, packed lunch		
Meet Headteacher		
Tour of School		
Computer use in school (confirm need for iPad)		
Give parents/carers an opportunity to ask any additional questions of their own		
If possible, give information about other families in school who share the same language/culture (having first obtained permission from these families)		



Appendix B

Pupil Thumbnail

Initial SEND/EAL/Pupil Premium Information

Name:	
Class/Name of Teacher	
Suggested Strategies	
Attendance %	
Most relevant data e.g. reading age:	
SEND:	Category: Range: Assigned support: Information:
Pupil Premium (please circle)	Free school meals / Looked after child / Child of Service Personnel / Transferred in from another school Information:
English as additional language:	Language: Language spoken at home: Date of arrival in U.K.(if applicable):
Minority / Ethnic Group:	Information:
Further Information:	



Appendix C

Basic 'survival' English

A few practical areas of vocabulary that they will need immediately in their school life. The following list is not comprehensive but does indicate the sort of vocabulary that might be taught in the first few days.

Vocabulary areas	Examples of words to be taught
Social language	Greeting-hello, goodbye, please, thank you, sorry etc.
Classroom object	Pen, pencil, rubber, scissors, glue, table, chair etc.
Areas of the School	Classroom, toilet, dining hall, reception etc.
School routines	Assembly, break time, dinner time, home time etc.
People	Girl, boy, man woman, teacher, pupil, Headteacher, other adults in class etc.
Instructional verbs (classroom)	Sit down, stand up, write down, copy, draw, colour, line up, get me/show me etc.
Instructional verbs (PE)	Jump, hop, throw, catch etc.
Maths-numbers	1 -100
Maths language	Add, take away, multiply, divide, more, less etc.
Family	Mother, father, sister, brother, grandparents etc.
Time	9 o'clock, half past, to/past etc
Colours	White, black, pink, grey, gold, orange, purple etc.

As well as individual words, it is important that pupils are taught sentence patterns.

The following lists some key functions and associated sentence patterns that are useful for beginners.

Functions	Sentence patterns
Identifying objects	What's this? It's aWhat are these? They are.....
Asking for things	Can I have a/some.....please?
Asking for permission	Can I go/etc. toplease?
Apologising	I am sorry. Excuse me
Identifying actions	What are you doing? I'ming What is she/he doing? S/heing Are you? Yes, I am/No I'm not Is s/heing? Yes s/he ising
Locating objects	Prepositions: Where is your/my? It's here/there on/in/under/beside/between/above etc.
Describing problems	What's the matter? I've lost/broken etc
Expressing likes/dislikes	Do you like.....? Yes, I do/No, I do not
Describing ability	I can...../can you.....?Yes I can/No I can't