English as an Additional Language Policy



Stowe Valley Multi-Academy Trust

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1. INTRODUCTION

In our schools the teaching and learning, achievement, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English and we take this into account when planning provision for them.

In our schools we also take proactive steps to create a safe, inclusive and truly welcoming environment for migrant, refugee and asylum-seeking young people and to educate the wider school community to eradicate misinformation and prejudice, and build and maintain an inclusive school community.

2. AIMS

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. This policy is in line with the requirements of the Equality Act, 2010.

3. INDUCTION OF NEW ARRIVALS

To gain a holistic picture of the child, their educational and linguistic background and their family, informing our assessment procedures, we carry out the following:

- Initial parental meetings are held with EAL Coordinator / member of pastoral staff.
- Tour of the school given to child and parents and information on the school day, lunches, uniform etc clearly shared, using translation technology if necessary. Useful websites to support language learning at home shared, along with logins for homework websites/ apps and instructions.
- Initial background information on the child from the parent meeting is given to the class teacher and shared on CPOMS at the earliest opportunity.
- Initial assessment of English proficiency.
- We support early bilingual new arrivals who may be undergoing symptoms of culture shock and going through a 'silent period'.

- A buddy is appointed - usually a good language model peer who can accompany the child at break times and help them to socialise.

(See further guidance in 'Induction of EAL New Arrivals' checklist.)

4. TEACHING AND LEARNING

To ensure that we meet the full range of needs of those children who are learning EAL, and that they have full access to the curriculum as is their entitlement, we implement the following:

- Classroom activities have clear language and learning objectives and use appropriate materials and support to enable pupils to participate and make progress in lessons.
- The curriculum vocabulary for tasks is identified and included in mainstream planning.
- Learning intentions are achievable through adapted tasks.
- EAL pupils are placed in appropriate groupings and work is cognitively challenging.
- EAL pupils are seated next to peers with good model English.
- Additional visual support is provided, e.g. keywords with Widgit online symbols, pictures, use of gesture.
- Hands-on, practical activities and drama activities are provided as much as possible with emphasis on speaking and listening.
- Additional verbal support is provided e.g. repetition, modelling, speaking slowly, mental rehearsal time.
- KS2 pupils who are literate in home language are encouraged to keep lists of new vocabulary they have learnt, and use online translation tools in lessons.
- Interventions are provided for pupils struggling to access the curriculum due to low English proficiency - Racing to English, reading for meaning, support for basic grammar, spelling made easy.
- Scaffolding is provided for language learning linked to writing e.g talk frames, writing frames, substitution tables.
- Homework set is appropriate to the learner's language needs: may focus more on English proficiency than the curriculum initially.

5. ASSESSMENT AND MONITORING

To ensure that EAL learners are making expected levels of progress and that provision and intervention put in place is having an impact we carry out the following:

- Initial assessment of English proficiency against A-E scale (EAL Proficiency scale).
- Regular monitoring using the EAL Proficiency scale for learners in the early stages of language learning to check provision/intervention is effective.
- At least yearly monitoring using the EAL proficiency scale for leaners who are code C or above on the scale.
- For code A-B learners: Individual Language Plans - ILP used for specific language/grammar learning targets linked to Proficiency scales.
- Language targets shared with staff and parents.
- EAL register means these students' progress across the curriculum can be monitored by SLT and interventions put in place where necessary.
- Appropriate access arrangements are made for SATs: eg translator or preparation of a translation of the maths reasoning papers.

6. EFFECTIVE INCLUSION AND HOME SCHOOL LINKS

To ensure pupils feel safe, accepted and valued, we recognise their home background and know that bilingualism is a strength. We ensure children and families know they have a valuable contribution to make by putting the following in place:

- Parent coffee mornings/ after school meetings to explain the UK school system to parents, and signpost useful information e.g. Family Information Service, and community groups.
- Curriculum topics shared with parents who can cover key concepts in the first language.
- New English vocabulary the child is learning is sent home for practice at home.
- Talking to the class/es about the new child's country of origin. Helping other children to understand the needs of the new arrivals and that their language is as valuable as English. Helping children to understand the challenges faced by refugees and asylum seekers, and to understand why they are here.
- Class/es learning some words in the child's home language.
- EAL Co-ordinator or pastoral member of staff as key point of contact for EAL parents.
- Displays within school reflect ethnic and language diversity.
- Multicultural days and weeks within school to give children a chance to showcase their language and culture.
- Parents are invited into assemblies and celebrations, and to take part in multicultural weeks.
- Translations on school websites/ communication apps.

7. EAL RESOURCES

To support teaching, learning and inclusion and ensure the needs of all EAL learners are met, we provide the following:

- Dedicated EAL section on SEND HUB which includes a padlet of resources for assessing new arrivals, meeting parents and lists of useful websites for parents, picture dictionaries, Racing to English intervention, and reading and writing resources.
- Google translate used on iPads for children to translate powerpoints and worksheets using the 'images' function on google translate.
- All schools have access to Communicate in Print 3 to create symbolised vocabulary resources eg word lists, gap fills and matching activities to support key vocabulary. Colourful semantics resources can also be created using CIP3 and are very useful for EAL learners.