

# St Thomas of Canterbury Catholic Primary School

*'To Love and To Serve'*



## EAL Policy (English as an Additional Language)

**Review date: March 2018**

# **ST THOMAS OF CANTERBURY SCHOOL**

## **Policy for English as an Additional Language (EAL)**

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

### **Introduction/Mission Statement**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (Refer to school Race Equality Policy)

### **Aims of Policy**

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

- \* At St Thomas of Canterbury school, EAL pupils come from a variety of backgrounds.
- \* Many pupils have attended school and are literate in their home language on arrival.
- \* A few of our pupils may have experienced trauma and this will have an impact on their learning.
- \* There are more than forty languages spoken in St Thomas of Canterbury school.

### **Context of school**

At our school there are 238 pupils who are learning English as an additional language.

### **Details.....**

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs Bridget Mullens.

### **Key Principles of additional language acquisition**

- \* EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

\* Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

\* Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued.

\*Pupils should be encouraged to maintain their home language and use in the school environment wherever possible and appropriate.

\* Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and may require continuing.

\* 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.

### **Assessment**

All EAL pupils are entitled to assessments as required.

\* Staff have liaison time to discuss pupil progress, needs and targets.

\* Progress in the acquisition of English is assessed and monitored.

### **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate and challenging.
- Planning for EAL pupils incorporates both curriculum and EAL specific
- Staff regularly observe, assess and record information about pupils'

### **Teaching Strategies**

• Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

• Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.

• Enhanced opportunities are provided for speaking and listening.

• Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.

- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames and writing frames.

### **Materials**

Our school provides appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, ICT and story props also give crucial support.

### **Special Educational Needs and Gifted and Talented Pupils**

- \* Most EAL pupils needing additional support do not have SEN.
- \* Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- \* If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

### **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- \* providing a welcoming induction process for newly arrived pupils and their families/carers.
- \* using and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- \* celebrating and acknowledging the achievements of EAL pupils in the wider community.
- \* recognising and encouraging the use of first language.
- \* helping parents understand how they can support their children at home, especially by continuing the development of their first language.

To be presented to Governors.

This policy to be reviewed on every three years.

DATE : March 2015