

Ebor Gardens and Victoria Primary Academies



English as an Additional Language Policy

Non-Statutory Policy	
Policy updated:	Sept 2020
Adopted:	Sept 2020
Review date:	June 2021

Ebor Gardens Primary Academy and Victoria Primary Academy are committed to providing a broad, balanced and effective education for all the children who attend our schools.

Both Ebor Gardens and Victoria Primary Academies are very open, inclusive and we welcome children who speak many different languages. We view bilingualism as a strength and recognise that pupils who learn English as an Additional Language (EAL) have a valuable contribution to make. We recognise that all pupils need to feel safe, accepted and valued in order to learn. For EAL pupils, this includes recognising and valuing the child's home language and background. We take a whole school approach to enabling EAL pupils to thrive. For our New to English pupils, we provide intensive English immersion interventions to help them begin to access the English language. We are committed to ensuring equality of opportunity for all learners and endeavour to deliver a broad, balanced curriculum which reflects the needs of all children in our care.

Transition

To enable a smooth transition into our academies we collect key and appropriate information from EAL families which include:

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

The Family Support Worker will stay in close touch with families to ensure they have all the information needed – this may be via the use of an interpreter if needed.

We have many different forms of communication with parents which are accessible to all. Newsletter, text message, letters and verbal face to face interactions will all be utilised to aid a family settling into our school routines.

Roles and Responsibilities

Family Support Worker

- Establish a positive relationship with the family through initial home visit and ongoing dialogue and support
- Communicate school routines, expectations and available support
- Agree the start date and arrangements for starting school
- Signpost other organisations which are available locally and may be a source of support
- Liaison with the Home Office or local Health Service, where necessary

Class Teachers

Plan teaching opportunities to help pupils develop their English

- Provide the support pupils need to take part in all subjects (i.e. visuals; differentiated lessons)
- Have high expectations of all children
- Facilitate numerous speaking and listening opportunities to lay a ground work for writing
- Monitor the progress and achievement of pupils for whom English is an additional language
- EAL teacher to follow the progress and assessment of any new to English children in class

Phase Leader & EAL Teacher

- Ensure a smooth induction and welcome for new arrivals
- Assess immediately through informal observation to see if New to English interventions is needed
- Provide guidance and support to class teachers to set targets and plan appropriately.
- Assess New to English pupils half termly using EAL levels and writing levels.
- Plan for and implement a New to English program daily to help children make accelerated English progress

Beginning EAL learners

We recognise it can take many years to become fluent in everyday spoken English, but up to 10 years to develop proficiency in formal, written English. Students who are new to English will be provided with daily English interventions from the New to English teacher to fully immerse them in the English language in a safe, caring environment. The interventions will be for at least an hour a day and will provide speaking and listening, understanding and writing opportunities appropriate for the language and age level. The remaining time children will be fully integrated into their class lessons. This allows the children to immediately feel part of the school and begin to experience their full curriculum entitlement.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and every effort should be made to ensure pupils are able to access the curriculum alongside their peers;
- 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 can require continuing support for up to ten years;
- The ability of EAL pupils to take part in the national curriculum is likely to be in advance of their communication skills in English;
- Language develops best when used in purposeful contexts across the curriculum, with teaching and support staff playing a crucial role in modelling and facilitating uses of language;
- 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;
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages;
- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and will be encouraged to speak English as and when learnt.

Teaching Strategies

In our schools, teachers use various methods to help children who are learning English as an additional language, developing their spoken and written English by:

- 'buddying' the new arrival with a good role model for spoken English through all parts of the school day;
- ensuring that vocabulary work covers the technical as well as the everyday meanings, and to maintain a strong focus on vocabulary acquisition through all lessons;
- explaining and exemplifying not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing pupils with a range of reading materials, to exemplify the different ways in which English is used;
- giving pupils appropriate opportunities for talking, and using talking to support writing;
- encouraging pupils to relate one language to another;
- promoting and encouraging children to explore ideas orally and collaboratively in all lessons;
- promoting and encouraging the development of the children's first languages in order to facilitate concept development alongside their acquisition of English;
- providing pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate;
- using key visuals and other strategies to support children's access to the curriculum. This may include posters, pictures, photographs, objects, demonstration, use of gesture and Communication in Print Symbols;
- actively liaising with parents to help them to support their children's learning;
- facilitating parents' access to school life by providing dual language information;
- monitoring the results of statutory tests by language and ethnic group and setting targets to address any underachievement identified;
- ensuring pupil's access to the curriculum and assessment by providing support through ICT, video and audio materials, dictionaries, translators and readers;
- encourage pupils to use the home or first language. where appropriate;
- facilitate the rapid acquisition of phonics for reading and writing through targeted intervention.

EAL and inclusion

We value each child as a unique individual and strive to meet the needs of all our children. We provide learning opportunities that enable all pupils to make good progress against the National Curriculum and, typically, pupils make good progress. Where pupils are making progress in their learning at a slower pace than their peers, we may talk to you about assessments or the involvement of our Professional Partners to help us to understand the possible reasons which may underpin that. The reason for these assessments is always about ways in which we can better support a child to achieve. Parents are encouraged to read the Special Educational Needs Policy or talk to us if you have any concerns about your child's progress in their learning.

Assessment for learning

- Our school records the attainment and progress according to agreed school procedures for all pupils.
- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- Children who are New to English will be assessed half termly using EAL language levels and individualised writing targets. Additional assessments may be added if needed to show progress.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.