



# King David Primary School

## EAL Policy

### English as an Additional Language

#### **Introduction**

At King David Primary School we are committed to providing appropriate provision of teaching and resources for pupils for whom English is an additional language. We identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Many of our pupils are bi-lingual and we have a rich diversity of cultural backgrounds that the pupils bring to school. We aim to set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for all of our pupils.

#### **Aims and Objectives**

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of other languages.

#### **Key Principles**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling use of language.
- The focus and use of additional support is an integral part of curriculum and lesson planning.
- All pupils have an entitlement to the National Curriculum.
- A distinction is made between EAL and SEN.
- Teachers are aware of the importance of pupils' home languages and understand that the acquisition of concepts and skills benefits from well-developed home language especially in the early years. Literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

#### **How the aims will be met**

Lesson plans are differentiated to provide opportunities for EAL pupils to succeed and teachers are able to identify key features of language which are necessary for effective participation for example key words, certain patterns of grammar, uses of language and forms of text.

It is accepted that if a child is secure in his/her mother tongue then learning another language is easier. Thus we encourage the parents of our EAL pupils to continue to speak their home language with their children so that they develop the skills of verbal communication.

#### **Early Years**

Parents are welcome to stay with their child while they settle in to school using both their home language and English.

The Early Years Foundation Stage Curriculum followed in Nursery and Reception provides targets for Communication Language and Literacy and the Developmental Matters Age Related bands are used to assess pupils' progress.

We focus the majority of EAL support in the Foundation Stage to provide the best possible support at an early age to prepare pupils for Key Stage One. Pupils are increasingly encouraged to use

English at school and EAL lessons are planned to teach the essential language requirements. Lesson plans and progress notes are kept for each lesson.

### **Key Stage One and Two**

Pupils are supported as necessary by the Class Teacher and Teaching Assistant during class lessons. Occasionally there is a need to withdraw some pupils for more targeted intervention with a dual language Teaching Assistant with support from the SENCo if necessary.

### **Assessment and Recording**

We follow the guidelines set out in 'A Language in Common: Assessing English as an additional language'.

All pupils learning English as an additional language whether they are young children, late arrivals encountering English for the first time or pupils speaking a different language at home have to know and be able to use:

- The sounds of English;
- Its grammatical structures and conventions;
- The meaning of words and phrases;
- Contextual understandings, including non-verbal features.

They also have to learn to integrate the four language modes – speaking, listening, reading and writing.

The common scale for assessment sets out clear criteria to assess pupils' progress. See appendix 1.

### **Planning Monitoring and Evaluation**

Information is gathered about:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational and schooling experience.
- The pupil's family and biographical background.

A pupil's level of English is identified with reference to the common scale (A Language in Common) and with reference to the National Curriculum and staff assess and record progress of pupils developing use of language.

### **Special Educational Needs and Academically More Able Pupils**

As with any other pupil, all EAL pupils have equal access to SEN or AMA provision.

### **The role of the Co-ordinator**

- To monitor and revise the EAL Policy.
- To ensure that EAL provision is effective.
- To ensure that pupils progress is assessed and monitored.
- To arrange opportunities for training and INSET for all staff.
- To liaise with support services where necessary.

### **Links with Parents**

We value parental involvement and appreciate their help and support, especially with activities at home. Parents are always welcome to meet with Class Teachers and the SENCo to discuss the needs of their children.

### **Health and Safety**

As with other groups of children, EAL pupils are taught to be aware of health and safety issues and are expected to conduct themselves in an appropriate manner.