

Mount Street Nursery & Infants School



EAL Policy

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Contents:

Introduction
Context
Aims
Objectives – School
Objectives – Pupils
Underlying Principles
Roles and Responsibilities – School
Roles and Responsibilities – LEA
Admitting New Pupils
Placement in Teaching Groups/Classes
Teaching and Learning
EAL Assessment, Record Keeping and Information Transfer
Whole-School Practices
EAL and ALN
Home/School Links and the Use of Community Languages
Adoption and Review Dates

Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language (EAL) i.e. pupils who have a home language other than English/Welsh and who are in the process of learning to use English as an additional language through immersion in the National Curriculum and the broader life of the school.

Context

In this school the percentage of minority ethnic pupils is generally higher for Powys as a whole.

The majority of these pupils have been identified as “EAL pupils”.

Our EAL pupils generally come from a small range of ethnic groups.

Our EAL pupils generally have different linguistic backgrounds.

Our EAL pupils are generally from a wide range of backgrounds.

Our pupils generally arrive in school having had a range of exposure to English language.

Our EAL pupils generally arrive in our school with a range of prior experience of school.

Our EAL pupils generally arrive in our school with varied literacy skills in their home language.

AIMS

EQUALITY

To be proactive in removing barriers that stand in the way of our EAL pupils learning and success.

DIVERSITY

To meet our responsibilities to our EAL pupils by ensuring their equal access to the Foundation Phase Curriculum (and other educational opportunities) and the achievement of their educational potential.

BELONGING and COHESION

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives - School

To ensure that all our EAL pupils participate in the life of the school, gaining access to appropriately planned and prepared mainstream and Foundation Phase Curriculum.

To ensure that our EAL pupils attain Foundation Phase outcomes appropriate to their abilities.

To seek and make use of appropriate advice, guidance, support and training.

To assess and monitor progress of our EAL pupils' acquisition of English using the Bells Foundation criteria plus their general achievement against the Foundation Phase outcomes.

Objectives - Pupils

To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.

To give EAL pupils the knowledge and skills to use English to understand and produce written texts.

To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Underlying Principles

Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English/Welsh – speaking pupils.

EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

Well-planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.

The multilingualism of our EAL pupils enriches our school and our community.

To become fully competent in the use of curriculum/academic English is a long process; therefore pupils require long-term support.

Having a home language other than English or Welsh is not a “learning difficulty”. EAL pupils are not placed on ALN registers or taught in SEN groups unless they have special educational needs.

Roles and Responsibilities

a) Within our School

There is a collective responsibility, held by all staff and governors, to identify and remove barriers that stand in the way of our EAL pupils’ learning and success.

Mrs. E Hyde is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school’s work.

Mrs M Griffiths and Mrs Emma Bald (LLC governors with responsibility for LLC) are the members of the Governing Body responsible for monitoring and reporting on this aspect of our school’s work.

Mrs. E Hyde is responsible for identifying EAL pupils; for liaising with the County’s EAL advisor; for responding to requests for information about EAL pupils; for bringing the presence and needs of EAL pupils to the attention of colleagues.

Mrs. S Kenchington and Mrs. E Hyde are responsible for ensuring that EAL pupils are integrated into mainstream classes and have full access to the Foundation Phase curriculum.

Mrs. E Hyde is responsible for maintaining an EAL register and ensuring progress and attainment are regularly monitored, assessed and recorded.

b) Powys LA

The LA will provide advice and guidance to assist the school to fulfil its responsibilities.

The LA may provide extra funding for EAL pupils to supplement the school's provision.

Sarah Court has key responsibilities for all matters relating to English as an Additional Language, within Powys Schools.

Admitting new Pupils

We follow the school's normal admission procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in UK
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background
 - names, addresses and contact details of previous schools
 - number of years in school
 - any breaks in education
 - any reports or certificates

We normally attempt to contact previous schools.

We do not attempt to contact schools in the country of origin of pupils who are asylum seekers or refugees.

Parents/carers and pupils are taken on a tour of the school and introduced to key personnel.

Parent/carers and pupils are provided with appropriate information about the school.

Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

Placement in Teaching Groups/Classes

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start our school. We therefore aim to make an early decision about teaching group/class placement and stick to it.

EAL pupils:

- have access to the whole curriculum;
- are taught with their peers;
- are placed in groups where they will see models of good behaviour;
- are placed in groups with fluent English speakers who will provide them with good language models;
- are placed in as high a group as possible i.e. with their intellectual/academic equals;
- are not automatically placed with ALN pupils;
- are not subjected to formal testing in order to place them in teaching groups;
- are not placed in a lower year group

Teaching and Learning

We will:

- Plan for and provide appropriate stimuli for language development;
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons;
- Assign specific roles in group activities to ensure active participation by EAL pupils;
- Encourage EAL pupils to develop communication strategies such as asking for clarification;
- Consider our own language use and provide suitable contextual clues for EAL pupils;
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with;
- Plan for and provide specific time for pupils with EAL needs;
- Be aware that an EAL pupil's social language (normally acquired in around two years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels);
- Allow EAL pupils to use first language when it will be beneficial to their learning;
- Teach topic/subject – relevant vocabulary, structures etc where appropriate and provide curriculum – related opportunities to develop listening, speaking, reading and writing skills;
- Provide good-language role-models for social interaction in learning activities;
- When necessary provide spoken and written, curriculum-specific, language models for EAL pupils e.g. Writing frames;
- Provide a secure but intellectually challenging, learning environment;

- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc) genre features and characteristics (narrative, reports etc);
- Promote language, study skills and attitudes that enable EAL pupils to become independent learners;
- Encourage parents/carers participation in EAL pupils' learning.

EAL Assessment

The school maintains an EAL register.

The school will regularly reassess EAL pupils' levels of English and make a record of that assessment, including the use of the Bells Foundation.

The school will maintain a record for each EAL pupil that will follow them through their school career.

These records are maintained by staff supporting the EAL pupils.

EAL records contain:

- Initial EAL assessment report
- Regular EAL reassessments
- Support provision made for the pupil

All relevant pupil information is disseminated to teaching staff or to other schools without delay.

Whole School practice

When appropriate, the language and learning needs of EAL pupils are addressed in the School Improvement plan.

The school's language policy will be amended if necessary, to have a regard for EAL acquisition in the curriculum.

Curriculum planning (at all levels) takes account of the learning and support requirements of EAL pupils.

Curriculum – related vocabulary and language structures for each subject, as well as learning outcomes, will be addressed.

All staff who teach and support EAL pupils understand their roles and responsibilities.

EAL advisory, guidance and support materials are available in school. They are located in the resource area.

