



**Holland Moor
Primary School**

**English as an Additional Language
(EAL) Policy.**

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At Holland Moor, the teaching and learning, achievements, attitudes and wellbeing of all children are important and we want all children to achieve their very best, including those with English as an additional language. At Holland Moor we intend to break down the barriers any child with EAL has to learning. We aim to celebrate the fact that an increasing number of our children speak more than one language, and acknowledge their ability to communicate using a variety of community languages. We want all children to achieve the highest possible standards and bring out the best in every child.

Defining English an Additional Language (EAL).

An EAL pupil is a child whose first language is not English. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages). This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a different country/school where English is not the first language;
- Newly arrived from a different country where English is not the first language but from an English speaking school;
- Born abroad, but moved to the United Kingdom at some point earlier in childhood;
- Born in the United Kingdom, but in a family where the main language is not English.

Introduction.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language (EAL), this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that all EAL pupils have a valuable contribution to make.

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.

Statement of Aims.

Holland Moor Primary School is committed to ensuring that all of our learners feel safe and know that they are valued. One of the main aims linked to our school is to 'Bring out the best in every child'. We are committed to making appropriate provision of teaching and learning resources for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk of underachievement.

Our school will identify individual pupils' needs, recognise the skills they bring to our school and ensure equality of access to the curriculum.

Key Principles.

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL 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.
- Well planned lessons in well organised classrooms provide the best environment for acquisition of English by children with EAL.
- To become fully competent in the use of curriculum/academic English is a long process, therefore the children who join our school as new arrivals to the country will require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEND). Children with EAL are not placed on the SEND record, unless they have SEND.
- It is important that children with EAL are provided with opportunities to use their home language or first language where appropriate.
- 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 included in planning and subject knowledge organisers.
- Teachers and Teaching Assistants play a crucial role in modelling social, and curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.

- Although many children 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.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities.

At Holland Moor Primary School, we have an Inclusion Team which includes the Headteacher, Inclusion manager, SENDCO and EAL Leader.

The EAL leader is responsible for monitoring progress of our EAL learners, ensuring staff are well informed about the background and additional needs of individual EAL learners, and supporting staff within the classroom context.

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning.

The teaching at Holland Moor Primary School is based on the Early years Development Matters Early Learning Goals and the National Curriculum for Key Stages 1 and 2.

The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience.

At Holland Moor we:

- settle our EAL children as quickly as possible into school life; encourage them to take part in daily routines and structures, which help them to

develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.

- ensure classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to fully participate in lessons.
- set tasks which are scaffolded according to the learner's needs. Scaffolding helps our EAL children to systematically build their knowledge base and support their learning, allowing them to gain confidence when performing tasks independently.
- pre-teach tier one and tier two vocabulary to ensure that those children with EAL have a full understanding of simple English vocabulary before subject specific, tier three, vocabulary is explicitly taught within the lesson. This technique facilitates the understanding and reading of new words by giving our pupils their meanings before they encounter them. This practice reduces cognitive load and facilitates learning.
- provide pupils with effective staff and peer models of spoken language.
- give children additional visual support, for example, pictures and photographs, and utilise objects, demonstration, use of gesture and modelling alongside verbal support within lessons.
- take steps to ensure the cognitive challenge remains appropriately high for EAL learners.

Planning, Monitoring and Assessment.

Curriculum planning takes account of the needs of EAL learners by building on their previous experiences and considering their religious, cultural and linguistic backgrounds. EAL learners are assessed on entry to the school, using the Solihull EAL Tracker. In this assessment of EAL pupils, competence in English is categorised according to a 5 Stage Model for Language Acquisition:

- A. New to English;
- B. Early Acquisition;

- C. Developing Competence;
- D. Competent and
- E. Fluent;

This framework of assessment enables teaching staff to establish an initial progress level of the EAL learners receptive, and expressive, English language skills, and to set targets. From that point the children's Listening and Understanding; Speaking; Reading and Writing are reassessed and new targets set, on a termly basis. Those children who are new to English are assessed on a more regular basis, in order to keep a closer eye on their progress, and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language.

Holland Moor's early, and ongoing intervention, ensures that children are supported in their learning, at appropriate levels throughout their primary school journey. Our EAL assessment and monitoring procedures facilitate the children's learning in all the other areas of the curriculum.

Special Educational Needs and Gifted and Talented Pupils.

The staff in our school have a clear understanding of the difference between SEND and EAL. Our school ensures that EAL learners are not over represented in SEND groups or underestimated in More Able, Gifted and Talented groups. Any EAL pupils who do have SEND have appropriate access to SEND provision.

Resources.

Resources for EAL learners at Holland Moor Primary School are purchased when necessary, according to the specific language needs of the pupils. All staff have access to an electronic EAL resource bank which is continuously being added to throughout the academic year. Resource materials use images and text which are appropriate for all pupils, ensuring that the EAL learners are not hindered by language content.

Parents/Guardians and the Wider Community.

For new arrivals, we communicate with parents/guardians to ensure a smooth transition into school, contacting translators to assist us when required.

Through these communications and school tours, we find out details about the children's past learning experiences, their previous exposure to English, and any traumatic experiences that the children might have had. These communications enable us to help the children settle into their new environment as smoothly as possible. We always take account of every pupil's life experiences and needs.

Throughout the academic year, the Holland Moor Primary School website and ParentApp, ensure clear communication with parents and guardians updating them on forthcoming school events.

Staff Development.

At Holland Moor Primary School, careful steps are taken to ensure that all staff feel confident and have the necessary skills and understanding to meet the needs of EAL learners and help them to reach their full potential. The EAL subject leader undertakes appropriate professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. The responsibility for the progress and well-being of EAL learners lies with all staff.

At Holland Moor Primary School, our EAL children become valuable and valued members of our school community, taking an active part in both school and after-school activities. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.