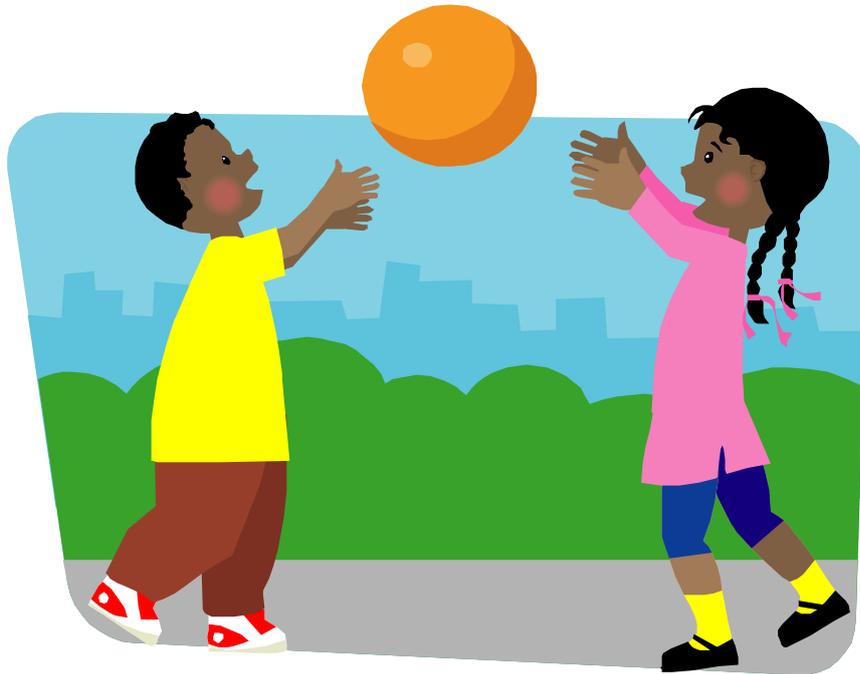


# ST Matthew's CE School

## EAL (English as an Additional Language) Policy



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

## **St Matthew's CE Primary School**

As a school, we recognise that bilingualism is a strength and are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. We will raise the achievement of pupils who are at risk of underachievement. The school will identify individual's pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. We will provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

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

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

### **St Matthew's School Context**

Many of our EAL pupils are isolated learners and may be the only speaker of their language in their class. Some pupils have experienced trauma and this has an impact on their learning. Some pupils have attended school and are literate in their home language. Others have had a range of education in a variety of European countries prior to arriving at St Matthew's. Some have had no previous formal education.

### **Key Principles for Additional Language Acquisition.**

- 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
- All languages, dialects, accents and cultures are equally valued
- A clear distinction should be made between EAL and SEN

### **Procedures Specific to EAL Pupils –**

On arrival at St Matthew's, new pupils and parents are invited to a meeting to ascertain relevant information – home language, previous educational experiences, family details, etc.

Children are supported in the Language Enrichment Room, either individually or in small groups, after having had an initial assessment of their linguistic ability.

Regular meetings are held between relevant staff to monitor and discuss progress or concerns.

Staff regularly observe and record information about pupils' development.

### **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, forms of text) are clearly identified.

- Enhanced opportunities for speaking and listening, role play and presentational talk are provided. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided eg posters, photos, objects, demonstrations.
- Additional verbal support is provided eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk
- Where possible, learning moves from the concrete to the abstract
- Scaffolding is provided – talk frames, writing frames.
- Pre-tutoring

### **Special Needs and G&T Pupils –**

- Most EAL pupils requiring additional support do not have SEN and the school has procedures to differentiate
- Should SEN be identified, EAL pupils have access to SEN provision in addition to EAL support
- IF EAL children are identified and G&T, they have equal access to G&T provision.

### **Assessment –**

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earliest stages of language acquisition.

Staff have regular liaison meetings to discuss pupil progress, needs and targets.

The 5-Stage Model of EAL Acquisition is used to describe a pupil's capability in English. It is used as a 'best-fit' model to make a general assessment of the pupil.

### **Parental/Community Involvement –**

At St Matthew's we strive to encourage parental and community involvement by:

- Providing a welcoming induction process for pupils and their families
- Using plain English, and translators/interpreters (where appropriate and available)
- Celebrating and acknowledging the achievements of EAL pupils in the school and wider community
- Recognising and encouraging the use of first language
- Helping parents understand how they can support their children at home

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