

Broom Valley Community School



We dare to dream big

Policy

English as an
Additional
Language
(EAL)/
New Arrivals

Oct 2016

English as an Additional Language (EAL)/ New Arrivals Policy

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| Review Frequency | 2 Years | Review Date | October 2018 |
| GB Committee Responsible | Full Governing Body | Staff Responsible | Kim Reaney |
| GB Ratification Date | 15.11.16 | Website | Yes |

This policy sets out the school's agreed principles for students with English as an Additional Language. It outlines the school's EAL background, general information, aims, assessment, teaching and learning and advice for parents.

Broom Valley Community School's EAL background

At Broom Valley Community School, we have a high proportion of students will EAL and believe that this adds to the school's rich cultural heritage. We celebrate our school's diversity daily and do not see EAL as a disadvantage. The teaching and learning, achievements, attitudes and wellbeing of all our pupils is vital. We encourage all our pupils to achieve the highest possible standards while taking into account each pupil's life experiences and needs. This leads to appropriate provisions and resources being made for pupils with EAL to make sure that effective progress can be made.

The DfE's current position is that they do not offer specialist support for schools but instead recommend the following:

- Schools should have high expectations of all learners irrespective of their backgrounds or needs,
- give full freedom to the schools to implement the necessary measures,
- have a high level of accountability through Ofsted and school data.

Aims

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

- To improve the speaking and listening, reading, writing of English of who are learning English as an additional language.
- To provide any new arrivals with a safe and welcoming environment.
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practice and extend their use of English.
- To encourage and enable parental support in improving student's attainment.
- To ensure that all students' language, culture and identity are respected, represented and reflected in their classrooms and the wider school.
- To ensure EAL pupils feel safe, settled and valued.

Assessment

All EAL students will be assessed to make sure that the best possible progress, provisions and resources can be made while taking into account the student's prior learning and background.

Assessment will be as followed:

- The pupil will be assessed by the school's EAL Learning Support Assistant.
- The results will be discussed with the pupil's class teacher and the school's inclusion leader.
- Levels, strategies and targets will be agreed and put in place.
- Staff will regularly liaise to discuss pupil progress, needs and targets. (Refer to assessment policy)

Teaching and Learning

After initial assessment and levels, strategies and targets have been set the pupil's class teacher will further the pupil's language development by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Building on pupil's experiences of language at home and in the wider community.

Additionally to this, the EAL learning support assistant will support language development for new arrivals to the school with no English language at all. The school is in the process of developing a space for children to access the early stages of language development through role play and hands on experiences.

Through assessment, pupils may be identified for interventions including Language Enrichment Activity Programme (LEAP), Vocabulary Improvement Programme (VIP) and Implementing the Narrative Programme which are designed to support children's oral language development.

Furthermore, attainment and progress of EAL children will be monitored by the EAL learning support assistant, class teacher and inclusion leader by:

- Regularly observing, assessing and recording the information concerning the pupil's developing use of language.

Advice for parents

The quality of talk in the home is one of the key factors in enhancing learning and this can take place in any language. Parents do not have to speak good English to support children.

You can help by:

- Showing an interest in your child's learning.
- Building on your child's natural curiosity and fascinations.
- Asking them to tell you about what they have been learning at school.
- Praising your child for positive learning attitudes and persistence.
- Building your child's self-esteem and belief that they can achieve.
- Encouraging your child to have high aspirations.
- Encouraging your child to find out more about a topic by asking relatives, using the library or searching on the internet.

For further advice please get in contact with the school or use one of the links below. <https://eal.britishcouncil.org/> The British Council is a British organisation specialising in international educational and cultural opportunities. <http://www.naldic.org.uk/> NALDIC is the national subject association for English as an additional language (EAL).

APPENDIX 1

New arrivals to Broom Valley Community Primary School will be inducted according to the actions in the flow chart below.

Induction flow chart

After initial admission the School office arranges a date for parent/carer to meet the head/EAL learning support assistant/Inclusion leader for a tour of school (if necessary, arrange interpreting support).
Take the pupil and family on a tour of the school, explain the school's ethos and workings, meet the class teacher (possibly class if all agreed).



A date is set for the pupil to start school, class teacher is informed and refers to the EAL induction checklist.



Class teacher is given any additional information on the student and prepares the class for the arrival of the new student.



Pupil starts School.



Progress is monitored and reviewed with senior staff in the first few weeks.