BRIZE NORTON PRIMARY SCHOOL
English as an Additional Language (EAL) Policy

Statement of Aims

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the attainment and achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

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 for Additional Language Acquisition
- 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 uses of language
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning
- All pupils have entitlement to the National Curriculum
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook
- A distinction is made between EAL and Special Educational Needs
- Effects of grouping will be carefully considered. The possible discriminatory effect of placing them alongside pupils with learning difficulties rather than with pupils who have good models of oral English
- 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.

Teaching and Learning

Teachers need to be familiar with models of bilingualism and second language acquisition, current research and how they relate to classroom practice.

Planning and Differentiation:
The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs. Teachers will analyse the linguistic demands of a task in their subject area, so as to extend and develop the English Language skills of learners across the curriculum.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, language use or forms of text.
Bilingual pupils who have achieved fluency in spoken English may need support to develop written academic English.

Literacy and Numeracy/Mathematics:
Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Order for English. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models and are accessing work at the appropriate and challenging cognitive level.

Strategies
Staff use support strategies to ensure curriculum access:
- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc. to make connections with Standard English at cognitive, cultural and linguistic levels
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Activating prior knowledge and challenging tasks with scaffolding such as writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive positive and constructive regular feedback from members of the school community
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- Staff are encouraged to work with parents to learn more about community languages, and pupils' cultural heritage.

Planning. Monitoring and Evaluation
Information is gathered about:
- The pupils' linguistic background and competence in other languages
- The pupils' previous educational and schooling experience
- The pupils' family and biographical background

Staff regularly observe, assess and record information about pupils' developing use of language.
Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils
The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted, more able or talented even though they may not be fully fluent in English.

Assessment and Record Keeping
Staff have regular liaison to discuss pupil progress, needs and targets.
The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. Initial Assessments will be made by class teachers.
Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/minority ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources
Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity. They contain positive, non-stereotypical and challenging images.

A range of resource materials are used to support pupils' linguistic development, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts that are appropriate for all pupils.

Class outings and visitors to school reflect a diversity of experiences, perspectives and viewpoints.

Web site material is used for staff professional development as well as use with pupils.

Parents/Carers and the Wider Community
We provide a welcoming admission process for the induction, assessment and support of newly arrived pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

Staff Development
The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.

All staff show vigilance with regard to behaviour amongst pupils and there are clear and known strategies in place for dealing with racial incidents.

There is coverage within the curriculum of inter-personal behaviour amongst pupils, including racist name calling and bullying, and this is linked with wider issues of learning for citizenship.

Review and Evaluation of Policy
School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets. The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

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