

RIVERSDALE PRIMARY SCHOOL

EAL Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



WHAT IS EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. Riversdale, over 42 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need. We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum.

We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

DEFINITIONS OF AN EAL LEARNER

First language

“the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner

“Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

Advanced Bilingual Learner

“Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 200

AIMS AND OBJECTIVES

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfillment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

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

TEACHING AND LEARNING STYLE

In our school (see also Foundation Stage), teachers use various methods to help children who are learning English as an additional language:

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- using multicultural and some multilingual texts across all areas of the curriculum

Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- Providing a variety of writing in the children's home languages, as well as in English.

EAL AND INCLUSION

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

AT Riversdale we recognise:

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued.
- Pupils are encouraged to maintain their home language and use it in the school environment. Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits.

ASSESSMENT FOR LEARNING

We recognise that EAL learners can make rapid progress in acquiring English but being fully competent in the use of formal language can take up to ten years.

The language needs of all EAL pupils are assessed on arrival at the school using the Initial Assessment form.

Additional support is given where necessary.

Other assessments comply with the procedures used for all other pupils in the school, e.g. Individual targets and S.A.Ts.

STRATEGIES FOR WORKING WITH CHILDREN NEW TO ENGLISH

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.

- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

MONITORING

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.