



# St John's Church of England Primary School

## **EAL Policy**

<b>Date Approved:</b>	<b>Autumn 2018</b>
<b>Headteacher:</b>	<b>Mrs Helen Langeveld</b>
<b>Chair of Governors:</b>	<b>Mrs Julie Griffiths</b>
<b>Review Date:</b>	<b>Autumn 2021</b>

### **Love, Respect, Value**

St John's Church of England Primary School is committed to high expectations for all and to embracing equality

*'In church schools, all members of the learning community should be given the opportunity to make their contribution, and the part each play should be strongly respected. Children are clearly not 'to be done to' - they are active partners in their learning.'*

More than Caring and Sharing - John Cox

### Purpose and Aim:

At St. John's C of E School, we recognise the diversity and vibrancy of our language community. This policy strives to set out how we value the strengths of having multilingual pupils and families and how we facilitate learning for pupils who speak English as an additional language.

Our aims for our English as an additional language policy will be:

- To ensure that our school ethos welcomes pupils from all linguistic backgrounds;
- To promote equality of opportunity for all learners for whom English is an additional language;
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language;
- To monitor and assess progress regularly to check that pupils have the opportunity to achieve their full potential for learning;
- To establish effective communication links with pupils' families and provide support for English language learning, where appropriate;
- To ensure that children are supported at their cognitive level regardless of their previous education or linguistic background.

### New to School:

When a pupil joins St John's, first language information is recorded. After a period of four weeks (settling period), the class teacher and other adults involved in the child's time at school will complete our EAL Assessment Grid. This initial assessment uses the DfE Proficiency in English EAL Steps as a baseline to ascertain the child's current level of English. It will then enable staff to plan what the pupil needs to help develop their English. Usually all of our EAL support takes place within the classroom, with only small amounts of intervention work taking place outside of the classroom (pre-teaching, vocabulary building etc). This approach ensures pupils are immersed in English and allows their English Language to develop rapidly. Their progress is then reviewed termly using the assessment grid.

## Whole Staff Approach

In addition to the individual approach described above we recognise the need to take a whole staff approach to EAL teaching. We believe that through our quality teaching and learning, we can provide support for pupils who are EAL. Quality teaching and learning for EAL pupils may include but is not limited to:

- explicit and regular teaching of vocabulary, which is displayed and referred to regularly;
- warm and patient adults who are good models of English;
- multi-lingual displays;
- non-verbal gestures and support including Makaton;
- valuing languages spoken by children (language of the month, languages on display etc.);
- providing an international curriculum;
- consideration of breadth and depth of vocabulary knowledge;
- staff trained to support EAL learners;
- consideration of proficiency of heritage language and family literacy;
- visual and practical models to support vocabulary development
- Talking Partners, talking to learn at all opportunities.

Our staff are committed to ensuring that our school is warm and welcoming to EAL pupils and their families. Some of the ways we do this are:

- by having a broad curriculum which takes into account many different cultures;
- by promoting language awareness throughout the school;
- by using technology to help communication with parents;
- by providing visual support for their child's learning;
- by being sensitive to cultural needs (i.e. dietary requirements).

### Progress:

The EAL Co-ordinator will update assessment information and liaise with staff to support with first language assessments and translation. If after a period of approximately 6 months, a pupil is making less than expected progress on the EAL assessment grid and the class teacher has concerns, a first language assessment will be undertaken to see if the concerns are the same in the child's heritage language. This assessment may help determine if a child has special educational needs.

Only EAL children who have special educational needs will have their names added to the Special Needs Register.

Equality In accordance with the Equality Act 2010 we seek to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

All pupils have a right to an equitable education, regardless of linguistic background. This policy links to our published equality objective and aims to support the educational achievement of all pupils.

This policy should be read in conjunction with our school's Equality Policy.

Review Date: Autumn 2021

Signed and date	The policy document must be signed and dated by the head teacher and chair of governing body. A review date should also be stated.
-----------------	--