



Akaal
Primary School

English as an Additional Language Policy



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Introduction

In Akaal Primary School, the achievements, attitudes and well-being of all our pupils are valued equally and our teaching reflects this approach to learning. We encourage and expect all of our pupils to achieve the highest possible standards and to fulfil their potential. We do this by treating each child as an individual, taking account of each child's life experiences and needs.

A number of our pupils speak a language other than English at home and have particular learning and assessment requirements. Pupils who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking pupils. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. Our policy for English as an additional language is designed to ensure that these pupils make good or better progress in learning English as an additional language as well as making good or better progress in other subjects.

The multicultural nature of the areas to be covered by the school, and the fact that it includes many new arrivals from other countries, means we expect our intake to include a high proportion of pupils to speak English as an additional language. The most dominant community languages in the area currently are Punjabi, Polish and Slovakian. Supporting the learning of the pupils who speak English as an additional language is therefore a key strategic priority for the school. This policy is designed to promote equality of opportunity for all pupils who speak English as an additional language and to support the delivery of a broad, balanced curriculum which reflects their needs.

Aims and objectives

The school's policy has the following aims and objectives:

- to ensure that pupils who speak English as an additional language have the skills in English they need in speaking and listening, reading, writing and understanding to gain full benefit from the curriculum and make the same rapid progress as other pupils in the school
- to make maximum use of opportunities to model fluent use of English and provide opportunities for pupils to practise and extend their use of English
- to provide pupils who speak English as an additional language with a broad and balanced curriculum that develops the knowledge, understanding, skills and attitudes they need to become self-fulfilled, successful and responsible citizens
- to provide any newly arrived pupils with a safe and welcoming environment
- to gather accurate information about pupils' backgrounds and educational experiences and share this with all members of staff
- to provide pupils with high-quality resources to raise their attainment which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate levels of the pupils for whom English is an additional language
- to actively liaise with parents to encourage them to help their children's learning
- to promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English
- to ensure that all pupils' languages cultures and identities are represented and reflected in their classrooms and the wider school
- to provide all staff with high-quality professional development to develop their knowledge and skills for teaching learners who speak English as an additional language.

We promote the principles of fairness and justice for all through the education that we provide in our school. Although language is not a protected characteristic under the Equality Act 2010, we aim to follow the principles set out in this Act to meet the full range of needs for those pupils who are learning English as an additional language.

Our approach to supporting pupils who speak English as an additional language

We expect our pupils who speak English as an additional language will all into three broad stages across the language spectrum:

- beginners or early bilingual pupils with little or no English when they join the school
- developing bilingual pupils who can access the curriculum through an increasingly effective acquisition of English
- more advanced bilingual learners who have sufficient English to gain virtually unrestricted access to the curriculum.

The school will undertake an initial assessment of all new pupils to determine their language levels in English, where necessary using external specialist support and drawing on our links with Derby's specialist EAL support unit at Bemrose School. Having determined their level of need, support will be provided in one of three ways:

- individualised language teaching for those with little or no English through intensive in-class support or withdrawal for short, time-limited one-to-one or small group teaching
- individual or small group, differentiated in-class support for early and developing bilingual pupils to enable them to access the curriculum more effectively
- continued subject-specific, in-class support for more able bilingual learners, as required.

We will take considerable care not to confuse the difficulties pupils have in accessing the curriculum because they are at the early stages of learning English with special educational needs. We recognise that pupils who speak English as an additional language will often have much higher levels of skill, knowledge and understanding in something they have learnt than they are able to express in English.

Our intervention language teaching will aim to provide sufficient language skills in a short period of time that will enable pupils to access the full curriculum. Evidence from schools in the US with a high proportion of students who have very limited English suggests that focusing on intensive support for English and mathematics for much of the week builds language confidence quickly. Depending on need, this may be through intensive in-class support or through withdrawal for one-to-one or small group teaching, with activities such as physical education, music and art followed alongside other pupils.

We recognise that language acquisition is driven by linguistic, academic, cognitive and cultural development in both English and the pupil's first language. The school's approach through initial assessment and individualised learning will benefit pupils who speak English as an additional language greatly, as they will be able to learn at their own pace, with one-to-one support from teachers and specific intervention from bi-lingual staff .

Out-of-hours classes will also provide an additional learning opportunity for those pupils who may require extra assistance. A number of pupils who speak English as an additional language may also

have special educational needs, and intervention staff will monitor pupils' progress so that their needs can be accurately identified and met.

Pupils who are able to access the curriculum will be supported in their language development through in-class support. Language acquisition will be at the core of all lessons, and applies to all pupils, regardless of the level of English use they have.

In addition to this, the acquisition of language, respect for and learning about other countries and cultures, and an international outlook will be inherent to the school's ethos and approach to learning. Diversity will be celebrated and valued, and will be a strong element reflecting the school's Sikh values.

Roles and responsibilities for English as an additional language (EAL)

Responsibilities of all staff

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers. To support the development of spoken and written English, all staff will:

- model speaking and listening styles and the ways they are used for different purposes, across a range of subjects
- provide pupils with many opportunities for talking and ensure that talking is used to support writing
- ensure that teaching covers the technical vocabulary needed as well as the everyday meaning of key words, metaphors and idioms
- explain how speaking and writing in English are structured for different purposes across a range of subjects
- use a range of texts across different subjects that demonstrate the different ways English is used
- use visual and other strategies to support pupils' access to the curriculum
- use accessible texts and materials that suit the pupils' ages and levels of understanding
- encourage the use pupils' home or first language where it is appropriate, helping pupils to transfer their knowledge, skills and understanding in one language to another
- build on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- strive to develop pupils' confidence in speaking English and to encourage patience and tolerance from pupils whose skills are more developed
- where appropriate and possible, provide translations or translators to support learning, including the uses of translation software.

Responsibilities of the EAL Co-ordinator

The school will ensure that a named teacher, the EAL Co-ordinator, has a special focus on the education of pupils with English as an additional language. The responsibilities of this post-holder are to:

- liaise with class teachers to identify and arrange support for pupils who speak English as an additional language
- co-ordinate the timetabling of support teaching

- manage the language assessment of pupils who speak English as an additional language
- monitor standards of teaching and learning of pupils who speak English as an additional language
- be responsible for analysis of relevant school data for improvement purposes and monitoring the progress of pupils who speak English as an additional language
- identify and arrange appropriate support for pupils who speak English as an additional language who also have other support needs, for example disabled students, those who also have special education needs, and gifted and talented pupils.
- manage the use of resource materials and equipment to ensure sufficiency and adequacy and encourage its use, including support through computer technology, video or audio materials, dictionaries and translators, readers and amanuenses
- deploy specialist support staff and monitor their effectiveness
- liaise and consult with relevant external agencies
- support staff in communicating with parents, helping to find translators where appropriate, including the suitability of general information that goes to parents
- contribute to the school improvement plan in this area of responsibility by identifying strengths and areas for development, and planning action to bring about improved provision.

Responsibilities of senior leader

Senior leaders will:

- ensure the school's EAL policy is implemented consistently
- take part in the analysis of assessment data for pupils who speak English as an additional language to ensure the progress of all groups of pupils is good or better and, where it is not, putting in place remedial action
- include a clear focus on the learning of pupils who speak English as an additional language when conducting self-evaluation activities and when planning for school improvement
- report regularly to the governing body on the attainment and progress of pupils who speak English as an additional language.

Responsibilities of the governing body

The governing body is committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion, and will:

- keep the school's policy and approaches for supporting pupils who speak English as an additional language under review
- monitor the impact of this policy to ensure that no group, including pupils who speak English as an additional language, is adversely affected.

Assessment

The EAL Co-ordinator and support staff will undertake assessments to identify the support needs of pupils who speak English as an additional language. They will keep accurate and secure records of the attainment and progress of supported pupils in line with agreed school procedures. In addition we will:

- make full use of the “access arrangements” available in statutory assessments at the end of the Foundation Stage, in Year 1 (phonics check) and at the end of Key Stage 2
- analyse assessment data by language to monitor the progress of pupils who speak English as an additional language, so that well-targeted support can be allocated and we can set targets to tackle underachievement any by any group
- focus particularly on pupils who speak English as an additional language it pupil progress meetings to ensure their needs are being met.
- when necessary, contact will be made with any relevant outside agencies for specific guidance.

Where it is possible and appropriate to do so, we will assess pupils who speak English as an additional language in their first language. In particular, we will seek first language assessment to ensure the accurate identification of SEN.

Partnership with parents

Our school recognises the importance of partnership with parents and carers and values the help they can provide pupils in their learning. Our research has shown us that best practice recommends learning English while still promoting and facilitating the maintenance of the pupil’s home language.

We will therefore encourage parents to learn English alongside their child, while continuing to use and develop their child’s mother tongue because pupils’ acquisition of a second language builds on the skills and concepts they have acquired through their first language.

We aim to:

- provide a comfortable and welcoming environment where parents can discuss any concerns they have about their child’s language development
- take into account parents’ knowledge, views and attitudes when planning support for their child
- share our knowledge of each pupil with their parents via review meetings and parent evenings
- consult with and involve parents at all stages while their child is receiving additional support for learning English as an additional language their child’s time on the EAL register;
- provide parents with information on school policy, support and services provided by the school and outside agencies
- provide and use information techniques that ensure communication with parents is clear and hence effective
- enlist the help of parents with home activities designed to reinforce work in school.