

HARESTOCK PRIMARY SCHOOL

SCHOOL POLICY

Policy for pupils for whom English is an Additional Language

Date: Autumn 2018

Review Date: Autumn 2021

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language (EAL), this includes recognising and valuing their home language, their backgrounds and their religious and cultural diversities.

At Harestock Primary School we recognise that bilingualism/ multilingualism is a strength and value the contribution that ethnic minority pupils make by enriching our school environment with their culture and language.

We aim to provide the means for ethnic minority pupils to have access to a broad and balanced curriculum and achieve their full academic, sporting and artistic potential. We will make every effort to enable them to interact socially and establish mutual respect for their culture and values.

This policy sets out the School's aims, to promote quality of opportunity for all learners for whom English is an additional language, with regard to meeting their needs and celebrating the skills of EAL pupils, whilst supporting them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- To implement whole school strategies that ensure EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils become confident and fluent in speaking, listening, reading and writing of English
- To identify and maximise opportunities for modelling the fluent use of English and provide opportunities for pupils to practise and extend their use of English
- To use key visuals and other strategies to support children's access to the curriculum
- To promote the academic achievement by grouping EAL pupils according to cognitive level rather than English language level

- To encourage and enable parental support in improving children's attainment
- To actively liaise with parents to help them support their children's learning
- To facilitate parents access to school life by providing dual language information and bilingual support especially for parents evenings, school events and workshops if required
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified
- To provide translators and interpreters capable of ensuring good spoken and written communication with home, where possible
- To allow pupils the opportunity to speak unhindered with their peers in their first language
- To provide all staff with high quality professional development to develop their knowledge and skills for teaching EAL learners
- To encourage pupil and family participation on World / European Languages day

Objectives

- To assess the needs and skills of pupils with EAL and provide appropriate support throughout the School
- To monitor EAL pupils' progress systematically and use the data effectively when making decisions about classroom management and curriculum planning
- To equip teachers and support staff with the knowledge, skills and resources to support and monitor pupils with EAL
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own language

Strategies: School /Class ethos

- Socially inclusive classrooms valuing cultural differences and fostering individual identities
- Mother tongues recognised and spoken in the school to boost pupil self esteem
- Pupil strengths recognised and developed especially through HCC Young Interpreters' scheme
- Acknowledge the time it takes to become fluent in an additional language and recognise the needs of advanced learners of English
- Give newly arrived children time to absorb English both socially and academically
- Build confidence to encourage English usage to develop alongside understanding and develop subject specific vocabulary, where necessary, by providing vocabulary in advance

- Facilitate inclusive experiences that reflect the background culture and history of EAL pupils
- Use collaborative learning techniques
- Allow pupils to use their mother tongue to explore concepts
- Group children to ensure that EAL pupils hear good models of English
- Provide opportunities for children to hear their home language as well as English
- Provide Bilingual support to extend vocabulary
- Provide language acquisition support in class for specific children
- Provide training in planning, teaching and assessing of EAL to all Harestock Staff
- Maintain yearly census data according to the EAL Assessment framework for Schools / DfE Proficiency in English scales
- Every Language Counts display board reflects the language diversity at Harestock

Assessment

- The EAL register flags up any pupil with EAL joining Harestock School detailing the languages spoken at home and information on any previous level of English studied
- Contact Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) to request an assessment (Early Profiling Report) of the pupils' knowledge, understanding and skills in their home language
- The pupils competence in English is assessed in relation to the DfE Proficiency in English scales from the Bell Foundation
- Implement the advice provided by EMTAS as a result of assessment and discussions with parents.

Policy Evaluation

The effectiveness of this policy is evaluated by:

- Analysing performance against expected rates of pupils progress
- Surveying pupil satisfaction through pupil interviews and views of Young Interpreters
- Developing effective parental communication channels and obtaining their views
- Classroom and pupil observations by Senior Management Team, EAL coordinator, EAL learning support assistant and other staff members
- Advice implemented by external advisors
- Young Interpreters are represented by the various language in the school
- Displays are reflective of diversity