

Manor Park

Primary School



EAL Policy

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Introduction

This policy sets out the school's aims, objectives and strategies, with regard to meeting the needs and celebrating the knowledge and skills of EAL pupils and helping them to achieve the highest possible standards.

At Manor Park, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

We therefore ensure that all children with EAL are planned for through first quality teaching sessions that are adapted and differentiated so they are closely matched to their need. This will also take account of the development and confidence in their language proficiency.

Definition

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Aims

- To give all pupils the opportunity to overcome any barriers to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English to be able to fulfil their potential.
- To prioritise and encourage children to practice and extend their use of English.
- To encourage and enable parental support in improving children's language skills.
- To ensure that there are planned opportunities for children to be immersed and taught a broad and balanced curriculum across all key stages.
- To integrate new children into the school to ensure that they gain access to the curriculum and academic achievement.
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practice and extend their use of English.
- Value home language and ensure that this is celebrated and part of child/children's identity and culture.

Objectives

- Provide a learning environment and resources that welcome and value all children with EAL and one that reflects their language and culture.
- To assess and track EAL pupils on the Bell Foundation assessment framework (see roles and responsibilities and induction procedures)
- To plan appropriate scaffolds, adaptations and strategies to the curriculum
- To ensure that whole school admission and induction procedures are followed and consistent.
- Provide opportunities for children with EAL to hear good language role models and be integrated into the daily life of the classroom and school.
- To ensure that whole school admission and induction procedures are followed so that all children who arrive at Manor Park are offered a smooth induction and transition process into the school. This is based on the Bell Foundation PAWS induction programme.
- Provide intervention programmes that aim to support children to gain early language structures and survival language. This will be delivered alongside quality first teaching sessions.
- Value the child's home language and create a whole school ethos where this is valued and shared.

Role and Responsibilities

All teachers have responsibility for:

- Following the induction procedures stages two, three and four.
- Use the Bell Foundation assessment framework to assess and track children's language proficiency and children's individual progress.
(<https://www.bellfoundation.org.uk/resources/eal-assessment-framework>)
- Refer to and use the support strategies set out to scaffold and provide adaptations to teaching and learning. (<https://www.bell-foundation.org.uk/resources/great-ideas/>)
- Provide a welcoming environment with signs and labels in the child's home language and bilingual resources where appropriate.
- Plan for the teaching and learning of subject specific vocabulary
- Plan opportunities to explore ideas orally and collaboratively
- Provide opportunities for children to speak and write in their home language.

Research shows that continuing to use home languages alongside their new language acquisition will make the process of learning English faster and easier.

The EAL coordinator is responsible for:

- Supporting, advising and seeking advice to enable teachers to plan and deliver the curriculum and provide relevant and bespoke CPD.
- Identifying and providing resources which support children learning English as an additional language.
- Arranging bilingual support if required.
- Providing and seeking training for staff, utilising the expertise of the EMAS (Ethnic Minority Achievement Service) team at Coventry City Council.
- Auditing the provision for EAL learners and setting actions based on the information gathered and areas for development.
- Monitoring and tracking the progress of EAL learners.
- Working closely with phase leaders to monitor and track through data, lesson visits, book looks and pupil progress meetings.

Phase Leaders are responsible for:

- Tracking pupil's progress and allocating additional support to individuals or groups of pupils.
- Ensuring individual EAL pupils are met through targeted intervention where necessary.
- Analysing and reporting on the progress of EAL pupils at pupil progress meetings.

Please also refer to the PAWS induction programme -appendix 1

Appendix 1

Admission and induction check list

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Stage 1 - Prepare What to set in place prior to admission	
Admin	
Admissions forms completed	
Inform parents/carers and give information about school uniform required?	
Complete the Newly arrivals grant form	
Inform the EAL lead and arrange a time for a tour of the school/	
EAL lead	
Tour of school and introduced the child and family to the class teacher	
MLA needed and booked?	
Home visit to be arranged if appropriate	
School information and how to help at home leaflets given to parents (bilingual resources)	
<i>Ensure that parents are aware of the benefits of being bilingual and explain that maintaining and developing their first language, is crucial for their child to learn English and make good progress at school.</i>	
Pupil profile completed -separate form	
Start date agreed – mid week?	
Pupil profile sent to all relevant staff – class teacher, EAL lead, office staff,	
Visual induction booklet given	
Stage 2 – Alert Communicating in the days before the learner arrives	
Class teacher	
Buddy assigned (ideally same home language)	
Same language pupils identified across school to support	
Provide signs and labels in the child's home language	
Initial resources prepared – survival fan, bilingual dictionary etc.)	

Bilingual resources – reading books, signage displayed
Seating plan considered
Visual timetable put in place
Prepare class – teach some words of welcome in-home language and PSHE around pupil background i.e. Ukrainian conflict
<i>Stage 3 – Welcome First few days after admission</i>
Class Teacher /school
Introduce to class teacher and class
Tour of school with buddy
School planner/timetable given/
Check food and drink for lunch
Check they know where the toilet is
Buddy to support at transition times, lunch and break times
Provide children with a visual timetable and a survival language fan
<i>Stage 4 – Support The first few weeks</i>
Class teacher
Continue PSHE lessons with class if appropriate eg if a child has been involved or seen conflict/ eg Ukraine war
Complete the Bell foundation assessment tracker
Deploy in class strategies to scaffold learning across the curriculum- Bell Foundation great ideas
Plan for the child to attend an intervention programme in addition to first quality teaching sessions. Relevant to A/B band learners
Schedule pastoral time – learning mentors if needed