LETHBRIDGE PRIMARY SCHOOL

POLICY FOR TEACHING AND LEARNING ENGLISH
AS AN ADDITIONAL LANGUAGE

Introduction

Lethbridge Primary School is a school where at the time of writing approximately 13 % of the pupils are children with English as an additional language and more than 19 languages are spoken. The term EAL means 'English as an additional language' and includes those children for whom English is not the first language spoken at home and children who are bilingual.

Aims

Our main aims:

> To create a welcoming and supportive environment that will encourage EAL pupils to participate fully in all areas of school life.

> To value and respect the cultural and linguistic identities of EAL pupils, and use these to enrich the learning of all pupils.

> To develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

Equal Opportunities

EAL pupils are entitled to the full foundation stage and key stage one and two curriculum. We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development.

Admissions

On admission, information is requested about the child's linguistic background. New EAL pupils are referred to the Inclusion Leader who in conjunction with the class teacher carries out an initial linguistic assessment of the pupil to determine their language acquisition stage. There are four stages of language acquisition ranging from stage 1 (beginners) to stage 4 (fully competent).

The role of the Inclusion Leader

The role of the leader is:

> To maintain the EAL register

> To act as a contact point and source of information for parents

> To attend relevant INSET and feed back to staff

> To be responsible for resources

> To act as a contact point for class teachers and TAs

At the time of writing the Inclusion Leader prioritises children who are at stage 1 and 2 of language acquisition.

<u>The Inclusion Leader works to:</u>

Assessment and Record keeping

> To, along with the classteacher, carry out an initial assessment of the pupils language development.

> To meet with each class teacher on a termly basis to agree on a focus for each supported EAL pupil.

> To review each terms' work with the class teacher.

Teaching

> To provide additional English language teaching through activities specific to the individual child's needs. Teaching will usually take place within the classroom although sometimes children will be withdrawn for group activities.

> To develop the social skills of EAL children through group work and the use of good role models.

Liaison

> To liaise with parents and other agencies and assist with communication between home and school (if necessary).

> To liaise with new schools on transfer of pupils

Teaching and Learning

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model.

There are three main strands to the English curriculum: spoken language, reading, vocabulary, grammar and punctuation and writing, and EAL learners will receive teaching in all three areas. Work is inter- related across these areas so that one area supports development in another. In addition children will be using English across the curriculum and throughout the day. We acknowledge that even the more advanced learners of English need continuing support in order to reach their full potential and we recognise that all pupils benefit from praise and positive role-modelling of English use.

Resources

The teaching staff are the fundamental resource for raising the achievement of EAL learners. We aim to ensure that multicultural and language resources are readily available for use by any member of staff. Additional resources can be purchased from the Inclusion budget.

Planning, Assessment and Record keeping

Classroom activities will be differentiated by task, outcome, resources and adult support – details of support can be found on weekly planning sheets. Assessment of EAL children will be in accordance with the schools assessment timetable.

EAL children will be required to sit the SATs tests if appropriate to their level of achievement. They may require extra adult support and time to complete the test/task. Staff will refer to the relevant guidelines and make applications for additional time as appropriate.

Points to Remember

- Recognise the child's mother tongue, and make it clear that speaking in their home language can be a positive part of the learning process

- Give newly arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence increased
- Boost the child's self-esteem
- View the cultural differences brought by the pupil to the class as a bonus, and use this in the teaching process
- Have high expectations; expect pupils to contribute with more than one-word answers
- Use teaching strategies that do not allow any racist comments or jokes
- Allow support from bilingual parents, volunteers or other professionals to develop children's understanding and vocabulary
- Assess the work of pupils learning EAL in relation to the national curriculum standards and expectations as early as possible in their school career

Strategies to bring out pupils' language potential can include:

- Using culturally relevant resources and learning materials
- Promoting thinking and talking in first languages to support understanding
- Grouping EAL learners who share the same home language
- Using ICT to enable children to develop and edit a text
- Teachers should analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning.

Reviewed by Governors February 2017
To be reviewed February 2019