



Colley Lane Primary

Academy

“Never settle for less than your best”

Subject: EAL

Issue Date: September 2022

Safeguarding Statement

At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Policy Statement - EAL

At Colley Lane we have defined EAL pupils who have exposure to another language, apart from English, in their immediate home environment.

It encompasses children of all abilities from those who are high attaining to those that may be behind their peers due to their language development.

We recognise that we have children at our school who/are:

- Have exposure to other Languages
- Bilingual Learners
- Multilingual Learners
- Emergent Bilingual Learners
- EAL Learners

Aims and Objectives

We celebrate the cultural and linguistic backgrounds of all learners.

Colley Lane recognises and values the home languages and cultural backgrounds of pupils who are learning English as an additional language (EAL). As a school, we are aware that bilingualism is a positive strength and that EAL pupils have a valuable contribution to make in all aspects of school life.

School Aims:

To support pupils on their entry into the school environment.

To demonstrate the value placed on heritage languages by encouraging their spoken and written use in school with EAL staff, in order to support children in their learning.

To support and encourage liaison between the home and school.

To develop positive attitudes to a variety of languages.

To foster better relationships and communication between different cultural groups.

To promote equality of access to learning for all pupils.

To raise standards of achievement in education for minority ethnic pupils.

To raise awareness and value linguistic and cultural diversity.

To develop self-esteem of minority ethnic pupils so that all can reach their full potential. To enable all individuals to realise that they are part of a wider multicultural society. **Parental/Community Involvement**

At Colley Lane, staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/ carers

- Using plain English and translators/interpreters, where appropriate and available, to ensure good spoken and written communication
- Recognising and encouraging the use of first language
- All staff are always welcoming and approachable and celebrate the achievements of EAL pupils in the wider community
- Encouraging parents to become involved in the ESOL/Reading and Maths classes and any workshops run/held in school

We understand the Levels of English Language Development, identify, and support as necessary.

Stage 1 (EAL code A **New to English**) – Beginner learners of English. Require extensive support in developing English Language competency.

Stage 2 (EAL Code B **Early Acquisition**) – Post beginners. Gaining confidence in and growing ability to use the English they are acquiring but require considerable support in developing a command of the syntactic structure and lexis of English.

Stage 3 (EAL Code C **Developing Competence**) – Intermediate. Able to use English competently in most social situations but still requires considerable support e.g. Language in the context of subject lessons such as science etc.

Stage 4 (EAL Code D **Competent**) – Advanced. Very fluent users of English in most social and learning contexts. However, may need support in understanding subtle nuances of languages, particularly in heavily culturally embodied subjects such as English and History.

Stage 5 (EAL Code E **Fluent**) - Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first Language. Operates without EAL support across the curriculum.

In addition to the formal identification constant monitoring takes place by the EAL staff in collaboration with the class teacher ensure that the appropriate pupils are being targeted. Pupils may be moved to being monitored if their progress is good. Pupils returning from an extended visit abroad will be targeted for a while to ease them back into the school. A register of all targeted and monitored pupils are kept.

Newly Arrived EAL pupils

At Colley Lane we are increasingly welcoming children who are new to the country with little and sometimes no English being spoken in the home environment. We have a 'New arrivals' program for these children and their families. This program clearly lays out the procedures that need to be followed once a child is offered a place. The program covers the induction and support for newly arrived bilingual pupils. In addition to this, we have an online platform 'The Learning Village'. *The Learning Village is an EAL programme which learning is through images, therefore accommodating for learners of any language background. The content is carefully tailored to support learners in accessing the fundamentals of English as well as phonics, high frequency words and language to support learning across the curriculum.*

Inclusion / Equal opportunities

Special Educational Needs and Gifted and Talented Pupils

Most EAL pupils needing additional support do not have SEN.

Should SEN be identified, EAL pupils have equal access to schools SEN provision.

If EAL pupils are identified as Gifted and Talented, they have equal access to the school's provision.

The staff are strongly committed to its Equal Opportunity policy, Policy to Combat Racism, Racial Equality Policy and the Dudley LEA Multicultural Education Policy statement – all of which emphasise the need to educate all children for life in our pluralistic society.

Organisation.

Colley Lane Primary Academy is a large 3-11 age range school in Halesowen. We have a diverse school population with over 20% of pupils coming from a non-white UK background. A table of ethnicity is included in the EAL folder.

For over a quarter of the pupils, English is not their 1st language and not the language of home. Pupils have a variety of 1st languages including Urdu, Punjabi, Mirpuri (a dialect of Punjabi), Polish, Romanian and the majority speak Arabic.

The school, therefore, aims to meet the needs of bilingual pupils who are learning an additional language. We need to be sensitive to these pupils and also recognise that multilingualism can be a very positive force in a child's development when the 1st language is supported by the school.

Teaching and Learning

Teaching Strategies

Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.

Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.

Additional visual support is provided e.g. posters, pictures, photographs objects, demonstration and use of gesture.

Additional verbal support is provided, e.g. repetition, modeling, peer support.

Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Curriculum

All children at Colley Lane Primary Academy follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

The Contribution of (subject/area) to teaching in other curriculum areas including SMSC

Ensuring access to the curriculum is essential, we do this by:

- Using accessible texts and materials that suit both children's ages and levels of learning
- Provide support through ICT, translators and visual aid
- Using home or first language where appropriate and if possible

Assessment and Recording

Children will be assessed termly and their progress tracked and monitored. In EYFS, the Early Year Outcomes. Older children will be assessed against the national curriculum levels and the Bell Foundation's EAL Assessment Framework for Primary will be used to support and develop language where necessary throughout the school.

During informal discussion and pupil progress meetings, any child that is not making expected progress will be reassessed for any other barriers to learning and additional learning plans will be implanted.

Monitoring and Reviewing

Monitoring of progress will be ongoing and through termly pupil progress meetings with the Head teacher.

Resources

Our school provides appropriate materials such as dual language books, dictionaries and key word lists and digital Technology(Ipads).

Staff Development

On-going training is available to enhance professional development.

Role of the subject/area Leader

Tracking and providing provisions for our EAL pupils to enable them to reach their full potential.

Review Date: September 2023