



English as an Additional Language (EAL) Policy

At Delamere C of E Primary Academy, we are proud to deliver a rich and creative learning experience that enables all the children to fulfil their potential. Our vision puts children first. As a Christian School, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to an inclusive education promoting respect for all, working in partnership with governors, parents and the local community.

Safeguarding and Online Safety

All staff have had appropriate child protection and safeguarding training with the Head of School and Assistant Head being the designated leads responsible for monitoring safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around online safety is to develop pupil's awareness through our teaching and their learning. All staff have had PREVENT training and are aware of the dangers that can exist to children's well-being in its many forms.

The emotional health and wellbeing of all members Delamere C of E Academy (including staff, pupils, parents and carers) is fundamental to our philosophy and ethos 'valuing everyone, caring for each other, achieving excellence'.

Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
 - To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
 - To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
 - To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
 - To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem.
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another

- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical 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
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Assessment

- We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, EAL support will take place for a set period of time to address specific language or learning focus.

Foundation Stage

In the EYFS pupils learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary

- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

EAL Co-ordinator

- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of pupils with EAL

- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO

Class/subject teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Process for review and development

The EAL coordinator is to decide on targets for the School Development Plan and to coordinate an audit programme to monitor school development. The gifted and talented coordinator is to maintain the register for EAL and to ensure that appropriate records are being kept.

Policy formulated: December 2016

Approved by Governors: 2016,2017, 2018

Date to be reviewed: September 2019