



English as an Additional Language (EAL) Policy November 2016

This policy represents the agreed principles for children with English as an Additional Language. This policy has been agreed by governors within the school and all teachers representing the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Headteacher.

School aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Introduction

At Shepherd Primary School 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.

A number of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

We have provision set up for when a child with English as an additional language arrives at our school. Parents of the children are invited to an informal meeting where further information is gathered concerning language ability, previous education and culture requirements. Interpreters will be used if necessary/possible. Information gathered can then be used to support learning and teaching within the class. The appropriate forms are attached. There are basic resources which class teachers and Teaching Assistants can use to work with children for whom English is an additional language. Support from County advisers can be sought if necessary.

Aims and objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help 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.

Teaching and learning styles

At Shepherd Primary School teachers take action to help children who are learning English as an additional language by various means:

- a) Developing their spoken and written English by:
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
 - encouraging children to transfer their knowledge, skills and understanding of one language to another;
 - building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- b) Ensuring access to the curriculum and to assessment by:
- using accessible texts and materials that suit children's ages and levels of learning;
 - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
 - using the home or first language where appropriate. (Displays/texts)

EAL and Inclusion

All children in our school follow the curricular requirements of the Foundation Stage and the New Curriculum. Children with English as an additional language do not produce separate work.

Throughout the school children are supported by good first quality teaching and intervention groups if necessary. Children can be supported individually or in a group by the class teacher or teaching assistant as appropriate in regard to the age and need of the child. Teachers provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults throughout the school curriculum.

Assessment for Learning

EAL Assessment Grading

In line with changes to the DfE school census and common transfer file requirements, from Autumn 2016 all schools are required to assess the EAL proficiency of all EAL learners. EAL learners will be graded A to E for purposes of data collection.

| | |
|--|---|
| <p>A New to English</p> | <p>The pupil may: Use first language for learning Remain silent in the room Be copying/repeating some words or phrases Understand some everyday expressions in English but may have minimal or no literacy in English Needs a considerable amount of EAL support</p> |
| <p>B Early Acquisition</p> | <p>The pupil may: Follow day-to- day social communication in English and participate in learning activities with support Begin to use spoken English for social purposes Understand simple instructions and can follow narrative/accounts with visual support</p> |

| | |
|--|--|
| | <p>Have developed some skills in reading and writing</p> <p>Have become familiar with some subject specific vocabulary</p> <p>Still needs a significant amount of EAL support to access curriculum</p> |
| C Developing Competence | <p>The pupil may:</p> <p>Participate in learning activities with increasing independence</p> <p>Be able to express self orally in English, but structural inaccuracies are still apparent</p> <p>Be able to follow abstract concepts and more complex written English</p> <p>Literacy will require ongoing support, particularly for understanding text and writing</p> <p>Requires ongoing EAL support to access curriculum fully</p> |
| D Competent | <p>Oral English developing well, enabling successful engagement in activities across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p> |
| E Fluent | <p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language</p> <p>Operates without EAL support across the curriculum</p> |

Teachers should use their knowledge of individual children and in accordance with the school assessment policy, information gathered from the 'Herts for Learning Assessment System', in relation to age-related expectations and developing, securing and mastery criteria.

Please refer to the school's 'Assessment Policy' for further details.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Sarah Freuchen
SENco
September 2016

(New arrival forms attached)



Admissions Form for New Arrivals in Key Stage 2

Personal Details:

| | |
|--|-------------------------------------|
| Full name: _____ (underline family name) | |
| Personal name: _____ | Preferred name: _____ |
| Date of birth _____ | |
| Place of birth _____ | Arrival in UK (if applicable) _____ |
| Ethnicity _____ | Religion _____ Refugee status _____ |

Family Information:

| | | |
|---------------------------------------|------|---------|
| Relationship of carer(s) to the pupil | | |
| Names of siblings: | Age: | Gender: |
| | | |
| Other relevant details: | | |

Languages and community links:

| | |
|-----------------------------|-----------------------|
| Language(s) spoken at home: | |
| Pupil to father _____ | Father to pupil _____ |

| | |
|--------------------------|--------------------------|
| Pupil to mother _____ | Mother to pupil _____ |
| Pupil to siblings _____ | Siblings to pupil _____ |
| Pupil to g'parents _____ | G'parents to pupil _____ |

Language proficiency: (including English)

| Languages | Speaking | Listening | Reading | Writing |
|-----------|----------|-----------|---------|---------|
| | | | | |
| | | | | |
| | | | | |

Previous schooling: (please include pre-school, any breaks in education and UK education)

| Country | Date (from –to) | Age (from –to) | Languages of instruction | Assessment (subjects /grades) | Extended absences /repeated years |
|---------|-----------------|----------------|--------------------------|-------------------------------|-----------------------------------|
| | | | | | |
| | | | | | |
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Other information:

| | |
|---------------------------------|--|
| Favourite lessons/best subjects | |
| Interests and hobbies | |

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|--|--|
| | |
| Community classes attended (e.g. Qur'an classes) | |
| Prior experience that may affect learning | |

Dietary and health information:

| | |
|---|--|
| Favourite foods | |
| Dietary restrictions | |
| Known medical conditions/learning needs | |

Support for parents/carers:

| | |
|--|--|
| Would you like an interpreter to attend at school parent meetings? | |
| What is the most useful language for written communication? | |
| Any further information: | |

Date completed _____

Completed by _____



Admissions Form for New Arrivals in Key Stage 1

Personal Details:

| | | |
|--|-------------------------------------|----------------------|
| Full name: _____ (underline family name) | | |
| Personal name: _____ | Preferred name: _____ | |
| Date of birth _____ | | |
| Place of birth _____ | Arrival in UK (if applicable) _____ | |
| Ethnicity _____ | Religion _____ | Refugee status _____ |

Family Information:

| | | |
|---------------------------------------|------|---------|
| Relationship of carer(s) to the pupil | | |
| Names of siblings: | Age: | Gender: |
| | | |
| Other relevant details: | | |

Languages and community links:

| | |
|-----------------------------|--------------------------|
| Language(s) spoken at home: | |
| Child to father _____ | Father to child _____ |
| Child to mother _____ | Mother to child _____ |
| Child to siblings _____ | Siblings to child _____ |
| Child to g'parents _____ | G'parents to child _____ |

| Language proficiency: (including English) | | | | |
|---|----------|-----------|---------|---------|
| Languages | Speaking | Listening | Reading | Writing |
| | | | | |
| | | | | |
| | | | | |

Previous schooling: (please include pre-school, nursery and any UK education)

| Country | School | Date (from –to) | Age (from –to) | Languages of instruction |
|---------|--------|--------------------|-------------------|-----------------------------|
| | | | | |
| | | | | |
| | | | | |

Other information:

| | |
|--|--|
| Favourite activities at school/nursery | |
| Interests and hobbies | |
| Community classes attended (e.g. Qur'an classes) | |
| Prior experience that may affect learning | |

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Dietary and health information:

| | |
|---|--|
| Favourite foods | |
| Dietary restrictions | |
| Known medical conditions/learning needs | |

Support for parents/carers:

| | |
|---|--|
| Would you like an interpreter to attend school parent meetings? | |
| What is the most useful language for written communication? | |
| Any further information: | |

Date completed _____

Completed by _____