



Royal Russell Junior School English as an Additional Language (EAL) Policy

This policy covers all pupils in The Junior School including the Early Years Foundation Stage (EYFS)

CONTEXT

Royal Russell Junior School is an inclusive, independent co-educational school for pupils aged 3 to 11. This EAL Policy applies to: Early Years Foundation Stage, Key Stages 1 & 2, co-curricular and wraparound care provision. This policy has been developed in conjunction with the staff from Royal Russell Junior School.

Our Key Principles for Additional Language Acquisition at Royal Russell Junior School:

- Language is used and developed within purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks are identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers are aware of the importance of pupils' home languages and build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language; literacy in home language enhances subsequent acquisition of EAL.
- All language, dialects, accents and cultures are equally valued.

STATEMENT OF AIMS

Royal Russell Junior School is an inclusive school that is committed to making appropriate provision for pupils for whom English is an Additional Language (EAL) and for raising the achievement of pupils identified as EAL. Being a speaker of more than one language is no disadvantage to educational achievement and multilingualism is associated with success.

We aim to ensure pupils who speak EAL are also able to:

- Integrate into the school to ensure and feel safe, happy and achieve well academically.
- Use English confidently and competently.
- Use English to access learning across the curriculum.
- Where appropriate, make use of their knowledge of other language.

TEACHING AND LEARNING –PLANNING AND ADAPTIVE TEACHING

Class teachers adapt the curriculum to meet the needs of all pupils including those who speak EAL. Class teachers ensure that information is communicated to support staff.

Plans identify appropriate strategies. Particular attention is given to key language features, which are necessary for effective participation. These might be key words, grammar, and use of additional resources.

Children with EAL may receive additional adult support in class. This person will use concrete aids and pictures to enable children to access the curriculum as appropriate.

Additional EAL support may be in class to access class learning, or through a withdrawn session that has a focus on teaching children to speak the English Language. There may also be additional reading, phonics, and writing interventions in school or off-site by arrangement.

EARLY YEARS FOUNDATION STAGE

For children in the EYFS, we provide opportunities for children to develop and use their home language in play and learning, to support their language development at home, and to ensure they have sufficient opportunities to learn and reach a good standard in English language.

ENGLISH AND MATHS

Clear learning objectives are set within all lessons. Succinct success criteria is used with all pupils to enable them to have clear guidelines about what they need to do to achieve well. The appropriate support and resources are deployed to ensure that all pupils are able to participate in lessons.

Teachers review groupings carefully to ensure that children have access to strong English Language peer models.

STRATEGIES

Staff use support strategies to ensure curriculum access. These may include:

- Collaborative group work.
- Enhanced opportunities for speaking and listening, or role-play for children in EYFS.
- Effective role models of speaking, reading, and writing.
- Additional verbal support-repetition, alternative phrasing, peer support.
- Additional visual support, e.g. poster, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- Multilingual and digital resources, e.g., dictionaries, key word lists, multilingual Junior or Senior School pupils/staff.
- The use of writing/speaking frames.
- Play based opportunities, where appropriate, including role-play and drama.
- Regular feedback from staff and peers.
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract.
- Further support for pupils' language development is provided, including pre-teaching sessions for key vocabulary

PLANNING, MONITORING AND EVALUATION – INITIAL ASSESSMENT

On entry to the school information is gathered about:

- The pupil's linguistic background.
- The pupil's competence in their home language.
- The pupil's previous educational and school experience.
- The pupil's family and biographical background.

The following assessments may be conducted to ascertain general competence in speaking, reading, writing and mathematics:

- Hold an informal conversation about themselves.
- Describe in English a simple picture scenario.
- Read from and discuss an age-appropriate text (sent in advance).
- Standardised assessments as part of the Admissions process.

SPECIAL EDUCATIONAL NEEDS AND HIGH ACHIEVING PUPILS

The school recognises that most pupils who speak EAL needing additional support do not have special educational needs. However, should additional needs be identified during assessment, pupils who speak EAL will have equal access to the school's SEN provision. Records of the pupil's need will be recorded on the appropriate register.

Similarly, the school recognises that pupils who speak EAL may be academically talented even though they may not be fully fluent in English. Children will be placed on the High Achievers register as appropriate. EYFS children new to English within Reception and Nursery will be assessed alongside their peers using the Early Years Foundation Stage profile.

ASSESSMENT AND RECORD KEEPING

The needs of pupils who speak EAL is discussed termly with the Senior Leadership Team and Class Teacher during Learning Success Review Meetings (LSRs). The school will ensure that pupils who speak EAL have access to assessments, making full use of special arrangements including support where appropriate.

The school analyses all pupil's achievement on a regular basis, including EAL, and analyses the effectiveness of additional support provided in terms of pupil progress.

PROFICIENCY IN ENGLISH

During the Admissions process, parents are asked which languages are spoken at home and level of proficiency.

Pupils are assessed for their English language level and language needs as appropriate. English language competence is measured using a simple 3-stage model which assesses a pupil's capability to access the curriculum in English.

In the case that a pupil is unable to access the curriculum comfortably in English an Individual Plan will be created on Provision Map. Competence in English is categorized as -

EAL 1: New to English

EAL 2: Developing Competency in English

EAL 3: Academic competence in English achieved: able to access class based learning without additional adult support

Multilingual: able to access all aspects of school life

The creation of an Individual Plan will be supported by the class teacher, SENCO and parents.

RESOURCES

A range of resources are used to support pupils' linguistic development e.g., games, visual materials, adapted work, key word lists, multilingual dictionaries, and computer software. Displays and resources reflect linguistic and cultural diversity and support language development.

PARENTS/CARERS AND THE WIDER COMMUNITY

We provide a welcoming admission process for the induction, assessment and support of pupils and their families/carers. We take account of parent/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.

We aim to ensure that our written and spoken communications with families and with the community is effective through the use of plain English. We aim to work closely with members of the wider community to support our pupils who speak EAL.

STAFF DEVELOPMENT

The school will enable all staff to undertake professional development to ensure that provision for pupils with EAL is appropriately delivered. The school development Plan will incorporate actions relating to raising the achievement of all pupils including those identified as EAL.

REVIEW AND EVALUATION OF POLICY

School data analysis will include relevant information on ethnic minority pupils/pupils with EAL and will ensure that their achievement and progress are monitored carefully. This will enable the school to set appropriate targets. The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

TERMS OF REFERENCE

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL): A pupil is recorded as having English as an additional language if she/he is exposed to a language at home (other than English) and is known or believed to require access to EAL support (EAL parts 1,2 or 3 above) in school to support their learning.

MULTILINGUAL PUPILS: These pupils use two or more languages fluently in their everyday lives. English may be their first language, or their main language and other languages are also spoken e.g., most Yoruba speaking pupils are multilingual rather than having English as an additional language since English is the medium of instruction in Nigerian schools. Multilingual pupils do not require additional EAL support.

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