

Perryfields



Primary

Perryfields Primary School

English as an Additional Language (EAL) Policy

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1 Introduction

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Perryfields Primary, there are about 15 different languages spoken of which about 10% of these pupils speak English as an Additional Language.

Definitions of an EAL Learner:- “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner:- “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

Advanced Bilingual Learner: - “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009

- 1.1** As a school we recognise that EAL Status is dependent on which language was learned first by a child. In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child’s life experiences and needs.

- 1.2** Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child’s ability to participate in the full curriculum may be in advance of their ability to communicate in English.

2 Aims and objectives

- 2.1** The National Curriculum secures entitlement for all children to access 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.

- 2.2** 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 Equality Act 2010.

- 2.3** Staff at Perryfields Primary School aim to follow the guidelines issued by the DfE for the Autumn Census (2017) by striving to ensure that all children with EAL have been assessed using the EAL Proficiency Codes.

3 Teaching and learning style

- 3.1** In our school teachers take action to help children who are learning English as an additional language in the following ways:

- 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.
- Endeavour to build 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.

- 3.1b** We ensure access to the curriculum by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, audio visual materials and dictionaries.
- Using the home or first language where appropriate.

4 Curriculum access

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

- 4.2** We do not withdraw children from lessons to receive EAL support. The language support teacher from the LEA's Cultural Support Unit works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups of children, of whom only one or two may be EAL children.

- 4.3** In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities as needed.

- 4.4** The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;

- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.

5 Assessment

- 5.1** We closely monitor and track the progress of these children in line with our school assessment policy. We currently use the EAL Assessment framework for Schools (Bell foundation) and the Solihull EAL Tracker to monitor pupils progress and fluency in English.
- 5.2** The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- 5.3** In the mathematics tasks and tests at Key Stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses.
- 5.4** For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English, and who joined our school after 1 May 2000.