

## EAL Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy, an academy within the Mead Educational Trust

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### Revision History:

Version	Date	Author	Summary of Changes:
0.1	2010	NHPS	Data revised for context.
0.2	30.9.2016	SA	Due for review and to reflect Academy status
0.3	October 2018	SA	Updated context of academy, and to reflect Trust name change.
0.4	October 2020	SA	Updated to reflect Trust name change, context of academy and changes in DFE submissions.

## **EAL POLICY**

### **Introduction**

- This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under-achievement.
- The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.
- The school will ensure that in learning English, pupils should, where appropriate be encouraged to make use of their knowledge of their home language and culture.
- The school will provide full access to the National Curriculum for bilingual learners in the mainstream classroom, working alongside children whose first language is English.
- The school will ensure that new arrival pupils and pupils in the early stages of learning English are entitled to participate as fully as possible in the work of the class and recognise that work in every area of the curriculum contributes to development in learning English.

### **Context of the School**

Total pupils 398 (as of Oct 2020)

78% are EAL

29 Languages spoken plus English.

### **The Role of the School**

- To ensure that the class teacher, EAL Leader, parents or carers and outside agencies all work effectively together to meet the needs of the bilingual child.
- To create a welcome environment where linguistic and cultural diversity are recognised and respected and where children will feel comfortable to speak in their home language.
- To celebrate cultural diversity, home background and religion through whole school assemblies, school displays, culture days and monthly celebrations of languages.

- To collect and display dual-language story books/CDs for children's access to take home to share with parents/carers.
- To communicate with families using platforms such as ClassDojo so that they can use the translation function.
- To translate letters and relevant information into the main languages spoken in the school wherever possible or appropriate.
- To provide translators wherever possible for parent's evenings and such events.
- To allocate a budget to provide appropriate teaching materials.
- To enable staff to undertake appropriate professional development to meet the needs of minority/ethnic EAL pupils.
- To provide a welcoming admission process, involving mother-tongue support wherever possible.
- To establish communication links with home and family, building up a directory of parents who would be willing to share their cultural heritage practically in the classroom.

### **The Role of the EAL Leader**

- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor the language development and educational progress of EAL children and use the data to support and advise teachers about classroom management and curriculum planning.
- To monitor and observe curriculum plans to ensure they show differentiated/supported work for EAL pupils.
- To monitor the assessment of newly arrived pupils (within a 2 week period), ensuring the use of NASSEA level descriptors.
- To ensure all EAL children are assessed against the NASSEA level descriptors and that next steps are planned in order for the child to progress.
- To complete a School Improvement Plan incorporating action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.

- To work in liaison with SEN co-ordinator staff to differentiate between pupils with EAL needs and SEN and to support the planning of intervention programmes accordingly.
- To maintain and update a school resource base.
- To support staff in the delivery and assessment of Lexia, a reading scheme available for EAL children.
- To liaise with other staff and be involved in relevant in-service activities for supporting EAL pupils in their mainstream class.
- To disseminate relevant information gained through courses/network meetings to all teaching, support and supervisory staff.
- To support teachers in valuing pupils' prior experience and making links with parents, including provision of multilingual information.

### **The Role of the Class Teacher**

- To provide for EAL learners access to and successful engagement in the learning activities of the class by identifying and developing appropriate differentiated materials, providing cognitive challenge and scaffolding the acquisition of the English language.
- To use a range of teaching strategies to engage, motivate and accelerate progress that is reflective of pupils' culture, background and needs where appropriate.
- To organise learning in such a way that EAL pupils have the opportunity to participate with their peers in small, collaborative activities providing plenty of opportunities for speaking and listening.
- To ensure that, in learning English, EAL pupils should, where appropriate, make use of their knowledge of their own language and culture.
- To ensure the role of additional adults with EAL expertise, bilingual or multilingual skills is clearly indicated within their planning and they are either involved in the planning process or have plans shared at the earliest opportunity.
- Assessment, Monitoring, Review and Target Setting.

- It is recommended by Ofsted that in the early stages of language acquisition, EAL pupils' achievement are levelled, recorded and monitored (Use NASSEA level descriptors kept in EAL purple folders)
- Assessments and observations are carried out regularly and NASSEA levels updated, in order to ensure that children are continuing to make progress, to ensure effectiveness of teaching strategies and to inform future planning and teaching.
- The school recognises that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.
- EAL pupils' NC levels will be recorded and monitored at every data entry point on Target Tracker enabling attainment to be compared with prior attainment, school norms and national norms.

### **Supporting New Arrivals**

- Bilingual staff (where possible and appropriate) will undertake initial parent induction, completing information sheet about previous schooling, language(s) spoken, and language (s) in which literate, date of birth, date of entry to UK, pupil/mother/father countries of origin and any additional background information that will assist the school in meeting the needs of the child. A copy is given to the class teacher allowing appropriate preparations to be made.
- Preparations will include; allocating a 'buddy' from the same class preferably someone who speaks the same language; talking to the class about how the new arrival can be supported; bilingual signs and labels for those old enough to read and write in home language; learning correct pronunciation of their name; learning a few key words/greetings in the child's first language.
- Consideration will be given to how children are grouped bearing in mind EAL learners need to hear good models of language from peers and adults and therefore are more likely to make progress in language development when working alongside peers with similar cognitive ability and greater linguistic proficiency.
- Lesson plans will clearly show evidence of differentiation and teaching strategies deployed to allow new arrivals full and equal access to the NC.
- EAL Leader will provide, wherever possible, dual-language books and CDs, educational software and dictionaries in child's first language to the appropriate class teacher.
- A pictorial welcome pack providing an outline of the daily school routine and expectations will be provided to parents to help familiarise them with the school's system.

- Wherever possible, support will be made available for parents of new arrivals to familiarise themselves with the new education system of which their child is now part.
- Families will be connected to ClassDojo so that they can follow their child's learning and school life.