



# GREENWOOD ACADEMIES TRUST

## KINGSWOOD PRIMARY ACADEMY

### **EAL Policy**

**Kingswood Primary Academy**

**Reviewed:** September 2020

**To be reviewed:** September 2022

## **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is strength and that EAL pupils have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, education against racism, and promoting language awareness.

## **Aims of Policy**

This policy aims to raise awareness of the academy's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), and so to raise pupil achievement.

## **Context**

At KPA EAL pupils come from a variety of backgrounds. Some are from well-established communities such as Bangladeshi and are second or third generation while others are new to the language and culture of this area – Russian, Lithuanian, Hungarian, Albanian, and Latvian.

A few EAL pupils are isolated learners and may be the only speaker of their language in their class or academy.

Some pupils have attended schooling their home country and are literate in their home language on arrival; whereas some may have had no previous formal education at all.

## **Context of academy**

- At the academy 16% of pupils are currently learning English as an additional language.
- Their needs vary – many are second or even third generation and their English is good. These children are advanced learners of English as a second language. English may be spoken at home by family members.
- Some pupils of mixed race speak English as their first language
- Some pupils have transferred to KPA as non-English speakers.
- Information is sought about pupil's linguistic background, pupil's previous educational experience, home language.
- A member of staff is nominated to have responsibility for EAL – currently this is the SENDCo.
- Children who arrive in class with little or no English are supported in the first few weeks by a teaching assistant during lessons. The child will be paired with a good role model both in class and at break times.
- There will be opportunities, where it is practical, to arrange liaison sessions with other pupils who speak the same language to provide peer support.
- Whilst most support for non English speakers comes from their peers, and their class adults, there may be some sessions available with other adults to provide some additional language support. However academy believes that total immersion into the class alongside peers and an adult are the most beneficial approach to new learners of English.
- Staff are supported by an academy EAL Handbook which outlines recommended methods and strategies to make the new pupil feel at ease and ready to learn English.
- Resources based on the scheme Racing to English are available to all members of staff.
- It is recommended that good use is made in classrooms of pictures and labelling for all lessons and incidental language.
- All classes have their own copy of a picture dictionary containing pictures and labels (Racing to English)
- All staff will be updated regularly on new resources.
- Resources are regularly updated from the EAL library based at Lodge Park Academy.

## **Key Principles of additional language acquisition**

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. Some pre teaching of technical vocabulary will be put in place.

- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued.
- Pupils should be encouraged to maintain their home language and use in the academy environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for several years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### Assessment

- All EAL pupils are entitled to assessments as required.
- The academy will call upon CYPs EAL adviser as necessary to give support and guidance to staff.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English will be assessed and monitored. In this academy this is in the form of the NCC Language in Common Document which teachers are required to update regularly.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language. (Language in Common record sheets)
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families

### Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture, labels.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

### Materials

The academy provides appropriate materials and resources to support the learning of EAL pupils.

### **Special Educational Needs and Gifted and Talented Pupils**

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to academy's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to academy's provision.

### **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- Using plain English and translations of common key words and phrases where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language through Language of the Month Displays.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- The academy has use of a translating by telephone service.
- The Family Support Worker plays an integral part in communicating with parents and families of our EAL pupils.