



Wynyard

CHURCH OF ENGLAND
PRIMARY SCHOOL



English as an Additional Language (EAL) Policy

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1.0 Introduction

The term 'EAL' (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English.

This policy sets out Wynyard Primary School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students; helping them to achieve the highest possible standards.

2.0 Aims

- To give all pupils the opportunity to overcome any barrier to learning and assessment (See Equality Policy)
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English
- To encourage and enable parental support in improving children's attainment

3.0 Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupil's progress systematically and use the data in decisions about classroom management and curriculum planning
- To promote pupil's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4.0 Strategies

A. School and classroom ethos

- Classrooms and other areas in the school will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities

- Staff will recognise the pupil's mother tongue; boost their self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths
- Acknowledge the longer time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. NB Support may be necessary beyond the time a child appears orally fluent.

B. Assessment

- 'On entry' assessment will identify any pupil with EAL on joining the school
- The pupil's competence in English in relation to the NC standards and expectations will be assessed by the EAL Co-ordinator within the pupil's first week in school. (See QCA document 'A language in common: Assessing English as an additional language')
- A provision map will detail class management strategies and the support put in place.

C. Teaching and Learning

Teachers will help pupils learning English as an Additional Language in a variety of ways:

- Prepare differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived pupils time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Organise pupils to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms (NB See appendix A: Use of Cummings Quadrant)
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Provide a range of reading materials that highlight the different ways in which English is used

- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another

D. Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupil's ages and levels of learning
- EAL pupils will be supported through a range of measures which will include for the first half term, a Teaching Assistant in the classroom working with individuals or small groups to model language structures, allow opportunities for talking, read and scribe, etc to enable the pupil to complete tasks with understanding.
- Where necessary, for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

5.0 Detailed Responsibilities

A. Headteacher

To obtain, collate and distribute to the Head of Early Years, SENCo and EAL Co-ordinator, information on new students with EAL.

This includes:

- Language(s) spoken at home
- From the previous school, information on level of English studied/used
- Details of curriculum at previous school

B. The Headteacher will ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL pupils is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of teaching of pupils with EAL is monitored and data collection is managed

C. EAL Co-ordinator (or SENCo if an EAL Co-ordinator is not appointed initially)

- Oversee initial assessment of pupil's standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Headteacher on the effectiveness of the above and the progress of pupils
- Monitor progress and identify learning difficulties that may be masked by EAL.

D. Class/subject teachers

- Be knowledgeable about pupil's abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping

6.0 Monitoring and Review

The Headteacher will review this policy and its implementation annually and report on the progress of our EAL pupils with respect to other pupils and the implementation of this policy.

7.0 Approval by Governing Body and Review Date

This policy was approved at a formally convened meeting of the Governing Body and will be reviewed by this group before the date stated below.

Signed: _____

Chair of Governors

Date: _____

Review Date: _____

Appendix A: Use of Cummins Quadrants

Innovative work by Dr Jim Cummins around second language acquisition has provided teachers of pupils who have English as an Additional Language with significant success in pupil's development using the Cummins Quadrant methodology.

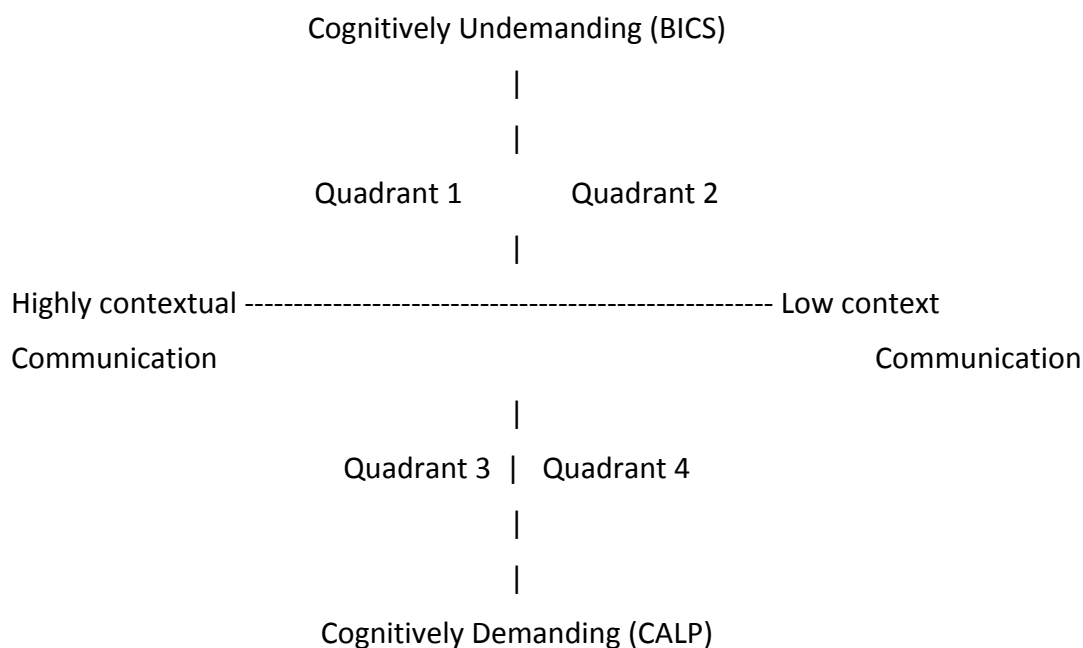
Cummins make use of the principle that most languages have Common Underlying Proficiency (CUPs) – common systems of organisation or grammar which pupils learning a second language are able to use.

There is much written on the internet on this methodology, so a very high-level outline is included in this appendix.

Essentially, the quadrant has two axes:

Vertical axis: looks at cognitive difficulty: moving from low to high

Horizontal axis: looks at familiarity or 'Context embedded information'



Examples of Quadrant 1 communication

Greetings, weather, simple descriptions, simple requests

Examples of Quadrant 2 communication

Telephone Conversation, written instructions with no diagrams

Examples of Quadrant 3 communication



Argue a case, justify an opinion, Science experiment, AV assisted lesson

Examples of Quadrant 4 communication

Maths work, Mainstream English texts, lesson with little illustrations

Pupils make optimum progress when introduced to language which moves from Quadrant 1, to higher number quadrants.

BICS: Basic Interpersonal Communications Skills

CALP: Cognitive, Academic Language Proficiency