

Bell Farm Primary School

English as an Additional Language (EAL) Policy



School Aims

At Bell Farm Primary School we believe that each pupil has individual and unique needs. We ensure that all children are encouraged, valued and accepted equally, regardless of their ability or behaviour. All pupils should receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that shows coherence and progression in learning. It is the aim of this school to provide every child with the best education possible.

Rationale

Bell Farm is committed to making good provision of teaching and resources for pupils who have English as an additional language or are bilingual, and for raising the achievement of minority ethnic pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help pupils to use English as a means of learning across the curriculum.
- To help EAL pupils to make use of their knowledge of other languages.

Data Collection

- On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages.
- Teachers working in the Foundation Stage meet with parents/carers to gather more specific information about languages spoken or heard in the home environment.
- EAL Co-ordinator or REMA teacher then assess the pupil's level of English to target support within the school.

Partnership with REMA

Bell Farm School works in close partnership with Surrey's The Race Equality and Minority Achievement (REMA) team. The REMA team offer our children:

- Initial language assessments for children newly arrived at the school
- Join service interventions (for example supporting children with both Special Educational Needs (SEN) and EAL)
- Access for staff to county training networks.

Planning and Evaluating

- The children are assessed in English by the EAL coordinator or REMA to establish if additional support is required.
- Targets are monitored and reviewed by the class teacher and EAL co-coordinator (where appropriate) on a termly basis.
- Individual children's progress is monitored as they progress through the school by their class teachers and the EAL co-coordinator.

Monitoring Responsibilities

EAL Co-ordinator

- To liaise with office staff and class teachers to collect progress data on EAL pupils.
- To update EAL records ready for the beginning of each academic year.
- To liaise with class teachers and EAL support teacher to set individual pupil targets.
- To provide support and advice for the teaching of EAL pupils.
- To provide and/or arrange for staff training, as necessary.
- To liaise with REMA to set individual pupil targets
- To liaise with class teachers on individual pupil progress.

Class Teachers

- To support the learning of EAL pupils within the classroom using the key principles and strategies (listed below).
- To liaise with EAL co-coordinator and REMA (where appropriate) on individual pupil progress.
- To report individual pupil progress to parents.

Teaching and Learning

Strategies to be used within the classroom:

- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Offer pupils full access to National Curriculum targets.
- Assess pupils in line with year group expectations for National Curriculum.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Make use of opportunities within Guided Reading sessions.
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.

Assessment and Recording

- Each class has an EAL file which contains a list of all children in the class who are bilingual or have EAL needs.
- The EAL class files are organized by the EAL coordinator.
- Individual pupil progress is reviewed termly.
- Any pupil not making expected progress will be referred to the EAL coordinator for additional support.

Resources

- The school has a variety of resources to support language development. These are available for all teachers and teaching assistants to access to support individual or groups of children learning English within class. These will be reviewed and updated by the EAL coordinator annually.
- Dual language books (kept in classrooms and in SEN support room)
- Language tapes of stories, songs and poems
- Vocabulary and language development games

Status of Non-statutory Policy	Date
Authored by Charlotte Hendy	
Policy reviewed by L Greenshields	June 2022
Agreed by Staff	June 2022
Agreed by Governors	N/A
Review by school	Biennial (every two years) June 2024