



Place Farm Primary School

EAL Language Policy

Purpose

The purpose of this policy is to outline Place Farm's approach to meeting the needs of pupils who are classified as having English as an additional language (EAL).

Definition

We have adopted the following definition to describe an EAL pupil: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

Every EAL pupil will need varying levels of provision depending on fluency level.

Introduction

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

Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To celebrate and value the cultural, linguistic and educational experiences that pupils with EAL bring to Place Farm.
- To implement appropriate 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.
- To encourage children to practise and extend their use of English.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- 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 pupils' progress at assessment points and through pupil progress meetings.



School values and EAL provision

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school curriculum and ethos aim to help EAL pupils integrate into the school whilst valuing diversity. Children that enter the school with little or no English will be given support for their transition into Place Farm school. The support may include any of the following;

- Classrooms are to be arranged to be socially and culturally inclusive.
- New EAL pupils will be buddied with a person who speaks their native language, where possible.
- Visual timetables can be used
- Pupils may use a foreign language dictionary to help them translate
- Teachers may use ipads to translate key information
- Teachers may use dual-coded communication widgets to support learners to adjust to routines in the classroom
- Teachers prioritise vocabulary instruction across the curriculum
- Pre-teaching of some vocabulary may be used
- We also recognise that support may be necessary beyond the time a pupil appears orally fluent.
- Learners will be supported, and work will be scaffolded so that they can meet the expected learning outcomes of a lesson
- Teachers will recognise that EAL pupils may need more time to process answers.
- Teachers will plan for effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Language Assessment

The pupil's needs should be identified through admission and during their first few weeks at school

- The Admissions Officer will collect information about pupil's additional language; this will be put onto the "Class in a Nutshell" document by the class teacher
- Teachers will complete the EAL pupil assessment to identify level in English. This will also be put onto the "class in a nutshell" document
 - This will be routinely updated to show language development

Supporting the EAL Policy

Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.



New joiners with very little English

Although it takes 1-2 years to become fluent in everyday spoken English, and 5-7 years to develop proficiency in formal, written English, we endeavour to make sure every pupil feels happy, safe and included at Place Farm. Our aims for new joiners with little English is that they;

- immediately feel part of the school
- quickly learn the routines and rules of the school
- develop language in context
- experience their full curriculum entitlement

Young Interpreters

The Young Interpreters Scheme is a scheme that provides peer to peer support for EAL pupils. In each class there is a fully trained Young Interpreter who is able to provide support to EAL pupils. They have been trained on different translation tools and are able to make EAL pupils feel safe, settled and valued from the start.

Please follow the link for more information about the scheme:

<https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide>

