

# **Monksdown Primary School**

## **EAL Policy 2020-2021**

### **Values and Principles of the School EAL Policy**

Monksdown Primary School aims to ensure that the full potential of each bilingual child is reached by promoting a true equality of opportunity which will permeate both teaching and learning to meet the needs of individual pupils whatever their cultural, racial or linguistic background.

At School we recognise that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English - speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

### **Teaching and Learning Styles**

- Communicating high expectations to minority ethnic group pupils;
- Raising the achievement of minority ethnic groups by developing innovative and challenging teaching which is responsive to their cultural and linguistic needs;
- Developing the self esteem and confidence of minority ethnic group pupils by valuing their language skills and their contribution to our culturally diverse and multi faith society
- Developing their spoken and written English by:
  - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
  - providing a range of reading materials that highlight the different ways in which English is used;
  - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
  - encouraging children to transfer their knowledge, skills and understanding of one language to another;
  - building on children's experience of language at home and in the wider community to ensure that both languages are mutually supportive;
- Ensuring access to the curriculum and statutory assessment through:

- the use of accessible texts and materials which are suited to age and ability;
- providing support through video or audio materials, dictionaries, translators, readers and online programmes;
- Support and advice from EAL teacher;
- Support and advice from EMTAS - when required;

### **Curriculum Access**

All children in our school follow the requirements of the Foundation Stage and the National Curriculum. Children with EAL do not follow a separate curriculum. We do not withdraw children from lessons to receive EAL support. Any additional support is provided in class.

The Foundation Stage helps EAL children learning English as an Additional Language by:

- Building on children's experience of language at home and in the wider community, so that their developing use of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities with peers and adults
- Providing bilingual support to extend vocabulary;
- Providing EAL learners with opportunity of writing in their home language as well as in English;
- Providing opportunities for children to hear their home language as well as English.

### **Responsibilities**

SLT has oversight of the development, implementation and evaluation of the EAL policy at School. In addition, the whole school community continually evaluates practice.

### **Identification of EAL Pupils**

EAL pupils, including those pupils in need of support, are identified from:

- Initial admission interview with pupils and their carers
- Ethnic monitoring conducted by the School on admission
- Information from other Primary Schools
- Information from EMTAS

From September 2016 the School has been conducting an EAL census in order to inform the government of the EAL learners' nationalities and levels of proficiency in English.

### **EAL Assessment**

EAL children are assessed by the EAL teacher. Where necessary, a Home Language Assessment may be completed. The School is currently using the NASSEA Assessment system which will assist the School in tracking and monitoring progress.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an Additional Language. Where possible, children will receive bilingual support.

Target Tracker is used when appropriate.

### **Monitoring**

- The use of ICT to monitor progress enables us to break down achievement by ethnicity
- Admissions and Induction
- A 'Welcome pack' for EAL pupils in the main community languages as well as in English - is available for newly arriving EAL children.
- Support is available for parents to complete admission forms, application for free school meals etc.

Where possible, written communications will be provided in the mother tongue. Also links on the school website will direct EAL parents to appropriate translator tools.

### **Inclusion**

The School is committed to providing an inclusive environment for all children parents, carers and staff. The School is proactive in its recognition of Black History Month.

The school celebrates the diversity through frequent cultural assemblies. We also celebrate the International Day of Languages in the beginning of the Autumn term.

### **Links with other Services**

The School has established and maintained effective links with EMTAS.

### **Glossary of Terms**

EMTAS: Ethnic Minority and Traveller Achievement Service

SENCO: Special Needs Co-ordinator

NASSEA: Northern Association of Services Supporting Ethnic Achievement

## Appendix 1

### Checklist

#### Roles and Responsibilities

##### Leadership

- Do managers create opportunities to inform staff about achievement of minority ethnic pupils?
- Does training ensure effective strategies for teaching and assessment within the classroom?
- Do all staff understand the rationale for the deployment of specialist and additional staff?
- Does Senior Management ensure all staff are aware of positive achievements of minority ethnic pupils in school?
- Is there an expectation that teaching assistants will contribute to pupil assessment? If so, has training been provided?

##### Teachers

- Do class teachers find out information about previous schooling and the language histories of their pupils?
- Do they consider the influence of cultural expectations and differences and its effect on the pupils in their care?
- Do teachers incorporate and promote the use of the first language in learning and into assessment opportunities?
- Do teachers liaise with specialist staff to develop a full picture of the pupil's performance?
- Are teachers aware that some of their pupils may have experienced trauma; in their country of origin, on their journey to the UK and in their current home?

##### Teaching Assistants

- Do support staff observe pupils while working with them in lessons and feed back information on their engagement and learning to the class teacher? Does this information inform future planning?
- Do Teaching Assistants track pupils as requested by the teacher?

##### EAL Teachers and Bilingual Support Staff

- Do EAL teachers and bilingual support staff play a full and active role in contributing to school policy and practice?
- Do they work in partnership with mainstream staff in lesson delivery, assessment and target setting?

- Are they an advocate for ethnic minority pupils, celebrating the achievement of bilingualism and highlighting achievement of all kinds?