EARLSMEAD PRIMARY SCHOOL

EAL POLICY

SUCCESS *for* ALL

Written by	
LGB Approved	
BOT Ratified	
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Mission statement

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning in order to become confident, valuable members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

Our Vision

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations

Opening Statement

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and assessment 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 empower all members of the school community to take positive action to ensure the inclusion of pupils with English as an Additional Language (E.A.L) in all aspects of the curriculum and school life.
- 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 encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To promote the principles of fairness and justice for all through the education that we provide in our school.
- To ensure that all members of our school community work in partnership so that all pupils with English as an Additional Language are full members of our communities.

Objectives

- That the school will provide clear guidance and support to all members of the school community through documentation and INSET.
- That the school policies will reflect the need of all members of our school community to promote integration and harmony.

That planning and curriculum guidance promotes inclusion.

Resources

- EAL will receive an allocated budget, annually reviewed in line with overall budgetary needs.
- That school budget recognises the need for inclusion.

Assessments

- Assessment of EAL should follow the same principles of effective assessment for all children.
- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
- Assessment should enable a positive recognition of what children can do.
- Assessment of EAL learners should focus on their skills in English.
- Newly-arrived EAL learners would benefit from a formal assessment test of their English fluency. Assessment should help teachers to plan for children's language and learning development in the curriculum.

Model for Language Acquisition

New to English (Beginners)

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

Developing Competence (Intermediate)

A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

Competent (Advanced)

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.