



KERR MACKIE PRIMARY SCHOOL

EAL POLICY

Adopted by Kerr Mackie Primary School T&L Committee on:

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Signed by Chair of T & L Committee:

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To be reviewed by Governors on:

This policy is scheduled to be reviewed at the Teaching and Learning Committee meeting.

EAL Policy

This policy is a statement of Kerr Mackie Primary School's aims to ensure that EAL pupils fulfil their potential.

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At school, we recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism, and promoting language awareness.

Aims

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so raise pupil achievement.

At Kerr Mackie, the main language of our EAL pupils is Punjabi or Urdu. Approximately, 58% of pupils are learning English as an additional language. This is significantly above the national average. On admission to the school, information is gathered about a pupil's linguistic background and competence in other languages, previous educational experience, and family background.

Key principles of additional language acquisition

- EAL pupils are entitled to the full national curriculum and all the teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- EAL is not recognised as a form of Special Educational Needs

Assessment

- All children are assessed against the national curriculum age related expectations or the EYFS profile.
- Progress in the acquisition of English for pupils who are new to English is closely monitored.
- Additional intervention will be provided for any child whose progress in the acquisition of English is believed to be slower than expected.

Planning, monitoring and Evaluation

- All pupils, including those for whom English is an additional language have targets that are appropriate, challenging and reviewed on a regular basis
- Planning for EAL pupils incorporates curriculum objectives and identifies specific vocabulary

Teaching strategies

- The extension of pupils' vocabulary is a priority across the school and children are consistently introduced to new words and phrases
- Enhanced opportunities are provided for speaking and listening and use is made of drama techniques and role play. This is particularly evident through the use of 'Talk for Writing' in literacy
- Pupils have access to effective staff and peer models of spoken language
- Additional visual support may also be provided
- Opportunities for purposeful talk are planned and staff encourage and support active participation
- Discussion is provided before, during and after reading and writing activities, ensuring good levels of understanding by pupils
- Staff scaffold language and learning , for example through talking frames

In the Foundation Stage teachers plan opportunities for children to develop their English by:

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

Parental/community involvement

Staff thrive to encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using plain English and interpreters, where appropriate and available, to ensure good spoken and written communications
- Helping parents to understand how they can support their children at home
- Providing a wide range of courses for parents.