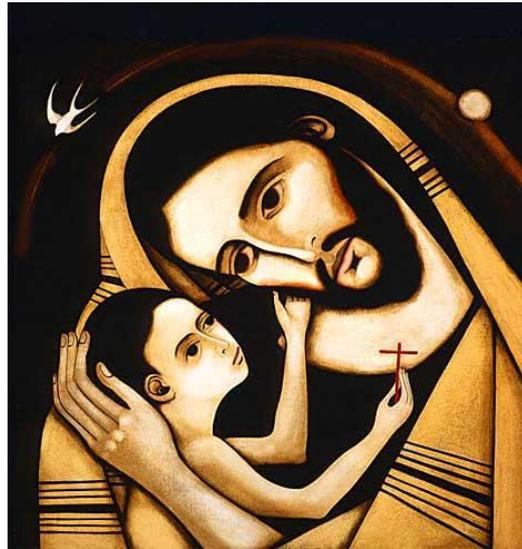




St. Joseph's Catholic Primary School Clydach



English as an Additional Language Policy (EAL)

Date of Review: December 2016

Signature:





English as an Additional Language (EAL) Policy

Mission Statement

'Together in Christ, Living, Learning and Growing.'

Convention on the Rights of the Child Article 30

The right to enjoy our own culture, to practice our own religion and to use our own language.

VISION

At St. Joseph's Primary School all our children are important and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes/ personalities, self-expression and their well-being. We encourage all children to aim for the highest possible standards, and we take account of individual needs and experiences.

INTRODUCTION

Many of our children are acquiring English as an additional language. Some pupils from ethnic minority backgrounds enter St. Joseph's Primary having had exposure to the English language and/or the local culture; others are newcomers to both. Some have comparable schooling to their age-equivalent peers; others may have experienced interrupted schooling or had no previous education. Many, but not all, have home or first languages other than English. Some have developed literacy skills in these languages, others are pre-literate.

There are many factors which impact on the achievement of pupils from ethnic minority backgrounds; for example, attendance, previous education, experience of racism, competency in home or first language, stage of English as an additional language acquisition, parental competency in English, academic ability, teacher expectations and family circumstance. Some of these factors are common to all pupils; others are specific to ethnic minority groups. These factors combine in different ways and affect pupils from different ethnic backgrounds to varying degrees.

The level of proficiency in English is the most significant factor impacting on the achievement of pupils from ethnic minority backgrounds acquiring English as additional language.

International research findings show that within the first 18 months to 2 years, pupils from ethnic minority backgrounds who are learning English as an additional language can make rapid progress in acquiring "social language",



however, it can take up to ten years to become fully competent in the use of “academic language”.

Research evidences that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success (Pauline Gibbons). At St. Joseph’s Primary we recognise the use of community languages, and their importance in aiding the development of English as an additional language.

The underlying principles of this policy, alongside the schools racial equality and equal opportunity policies permeate all curriculum areas.

AIMS

Underlying the National Curriculum and the Foundation Phase Framework is the entitlement of all children to access the full and wider curriculum and thereby acquire the knowledge, the understanding, the skills and the attitudes necessary not only for self-fulfilment, but also for development as responsible citizens. We seek to honour this entitlement through the education that we provide at St. Joseph’s Primary.

St. Joseph’s Primary is committed to raising standards of achievement for pupils from ethnic minority backgrounds through:-

- Monitoring the attainment of ethnic minority groups in order to identify any groups that are underachieving or groups at risk of underachieving.
- Meeting the particular needs of pupils from ethnic minority backgrounds who do not have English as a home or first language.
- Supporting activities and developing resources specifically designed to raise the achievement of ethnic minority groups who are particularly at risk of underachieving.
- Monitoring pupil exclusions, attendance and incidence of SEN by ethnic group.
- Monitoring incidences of racism and promoting equal practices.
- Developing and implementing clear policies, procedures and strategies to promote racial equality and eliminate racial discrimination.
- Strengthening relations and partnerships with parents and community groups.

We will collaborate with the City and County of Swansea’s EMLAS Service to:

- Support St. Joseph’s staff working with pupils from ethnic minority backgrounds.
- Provide specialist EMLAS support across the curriculum for ethnic minority pupils, where appropriate.



- Provide bilingual curriculum support for ethnic minority pupils where available.
- Develop links with bilingual learner's parents and communities.
- Remove cultural and other barriers, and acknowledge the linguistic and cultural diversity of pupils in the school.
- Provide Specialist support for ethnic minority pupils identified as being at risk of underachieving.
- Incorporate close liaison between class teachers, SEN teachers (where appropriate) and EMLAS staff in the normal planning process.

TEACHING AND LEARNING

At St. Joseph's Primary staff will use various methods to help children who are learning English as an additional language, for example:

- The diversity of each pupil will be celebrated through the whole curriculum, to enhance the learning experiences and understanding of all pupils.
- Resources and materials for teaching and learning will reflect positively the diversity that exists within the school and/or within wider society.
- Pupils from ethnic minority backgrounds will be placed in the appropriate age group with intellectually and socially compatible peers. Grouping and setting of pupils will not be influenced by pre-conceptions about relative abilities of different ethnic groups or based solely on competency in English an additional language.
- Pupils from ethnic minority backgrounds, who have a home language or first language other than English, will be supported and encouraged to use this language within the learning environment, which will, in turn, facilitate access to the curriculum and acquisition of English as an additional language.
- Pupils from ethnic minority backgrounds, who are learning English as an additional language, will be placed with pupils who have developed an age-appropriate level of English and can provide good modeling of the language.
- Language is best learned in a meaningful context. Pupils from ethnic minority backgrounds who do not have English as a home language or first language, will not be routinely withdrawn to learn English as an additional language in isolation from the curriculum.
- **There will be a whole school commitment to working in partnership with EMLAS staff, pupils, and their parents.**



At St. Joseph's Primary staff will support pupils learning English as an Additional Language by:

- Providing plenty of contextual support e.g. pictures, objects, diagrams, actions, videos, gestures, etc.
- Identifying and teaching key words and phrases and providing opportunities for rehearsal.
- Valuing and developing knowledge, skills and experiences already acquired.
- Ensuring topics, materials and resources are culturally diverse, representative, familiar and accessible.
- Keeping instructions and explanations brief and check the children's understanding.
- Capitalising on bilingual opportunities within the classroom by pairing or grouping speakers, and use dual language resources when possible.
- Providing plenty of small group, collaborative activities where listening and talking are central to learning.
- Providing key visuals to teach and reinforce concepts, and support language acquisition using flow charts, tables, diagrams etc.
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We ensure access to the curriculum and to assessment through the use of, for example:

- materials and texts that are appropriate to age and learning stage.
- various medium of support; through ICT, video and audio materials, dictionaries and translators.
- the child's first language where appropriate and where possible.
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- **EAL AND INCLUSION**

In our school we appreciate that each child is unique. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to their inclusion. All children in our school have equal access to the full range of curricula and extra curricular activities. We provide learning opportunities to enable all pupils to access the curriculum. We strive to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

The teachers and bilingual teaching assistants from the City and County of Swansea's Ethnic Minority Language and Achievement Service (EMLAS) work in partnership with class teachers within the classroom.

Working in partnership involves the EMLAS specialist teacher and the class teacher:

- planning together the delivery and content of the curriculum and appropriate teaching strategies which will incorporate the needs of all pupils in the class.
- Sharing the lead and supporting roles within the classroom.



- allocating time outside of the classroom to jointly plan lessons and assess and evaluate pupil progress.
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In the Foundation Phase we provide opportunities for children to develop their understanding of English as an Additional Language, and we provide support to ensure equal access to the curriculum.

The Foundation Phase supports children learning English as an additional language by, for example:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults
- supporting bilingually to extend vocabulary
- providing opportunities for children to hear their home languages, as well as English
- sharing a variety of writing in the children's home languages, as well as in English.

ASSESSMENT

The assessment of progress in acquiring English, made by pupils from ethnic minority backgrounds learning English as an additional language at St. Joseph's Primary, will be carried out in accordance with the Welsh Assembly Government's 5-Stage model of EAL acquisition (See appendix 1).

Pupils from ethnic minority backgrounds who do not have English as a home or first language, may also need to be assessed in and through their home or first language, in order to establish levels of their competency and prior learning.

Statutory and other assessments will be carried out with due regard to eligibility for any access arrangements, which some pupils from ethnic minority backgrounds may require. EMLAS specialist teachers and bilingual teaching assistants will provide support as and when necessary.

The EAL co-ordinator at St. Joseph's Primary will take care to ensure that any assessment is not culturally or linguistically biased against pupils from particular ethnic groups or linguistic backgrounds.

St. Joseph's Primary is aware that the numbers of pupils from ethnic minority backgrounds, who are identified as having special educational needs in terms of learning and/or emotional and behavioural difficulties, should be in the same proportion as found in the pupil population, as a whole.

The LNF and EAL learners

EAL learners are assessed against a five-stage model of EAL acquisition and a model of anticipated progress and these will provide a context of the LNF. The



year by year nature of the LNF will guide and allow teachers to incorporate the appropriate skills into their delivery of the curriculum and its content at the appropriate time for EAL learners. Teachers as part of reporting to parents / carers will be able to put into context learners' language development.

Learners for whom English or Welsh is an additional language are often accessing English / Welsh for the first time and will, therefore require additional support to help them acquire the appropriate literacy skills.

Learners may initially demonstrate skills that are well below their age expectations in some aspects of the literacy components. This is not to be regarded as indicative of SEN. Teachers should decide when it is appropriate to use the LNF as the basis of formative assessment. Teachers should not use the routes to literacy component for their formative assessment. It is hoped, however, that with appropriate targeted support EAL learners should work towards meeting the expectations of the LNF

MONITORING AND REVIEW

Monitoring of the standards of children's work in the range of subjects and the quality of EAL provision is the overall responsibility of the EAL Co-ordinator in collaboration with EMLAS.

GOVERNORS RESPONSIBILITIES

The governing body has a duty to ensure that the school complies with Equality legislation, including the general and specific duties specified in the Equalities Act 2010.

The named governor responsible for EAL will meet regularly with the EAL co-ordinator in order to review progress.

HEADTEACHERS RESPONSIBILITIES

The Headteacher has overall responsibility, in partnership with the Governing Body, for implementing an appropriate action plan that enables the school to adhere to the Equality Act 2010.

The Headteacher will lead developments in equal opportunities and implement clear systems for targeting, tracking and monitoring the progress and achievement of pupils from different ethnic groups. The needs of all pupils from ethnic minority backgrounds will be identified and provided for within the school.

The Headteacher will ensure that school staff possesses the necessary knowledge and skills to meet the diverse needs of all pupils from ethnic minority backgrounds.

The Headteacher will ensure that effective communication systems between families, the school and the community, including the provision of interpreters and translators are in place to enable parents to become actively involved in the education process.



The Headteacher will implement clear procedures for responding to, recording and reporting racist bullying and racial harassment.

EAL CO-ORDINATOR'S RESPONSIBILITIES

The EAL co-ordinator will be responsible for referring individual pupils for EAL support to the EMLA Service using the EMLA1a form (see appendix 2)

The role of the co-ordinator also involves supporting colleagues in their teaching strategies, advising on current developments in EAL and providing a strategic lead and direction within the school.

The co-ordinator and EMLAS staff will provide the Head teacher with an annual action plan, having previously reviewed and evaluated the strengths and weaknesses in the current provision, and will identify areas for further improvement.

The co-ordinator and EMLAS staff utilise specially allocated regular management time in which to review samples of the children's work.

The EAL co-ordinator will collaborate with EMLAS staff in the decision making process concerning the provision of support.

The co-ordinator will be the main point of contact between school and EMLAS staff.

The EAL co-ordinator will assist with the audit, purchase and development of EAL resources.

The co-ordinator will audit staff training needs and make arrangements for the provision of necessary training and information giving (e.g. at ADDs and INSET).

They will be aware of the results of EAL and Ethnic Minority data analysis and will, in collaboration with EMLAS staff, target support accordingly.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)

is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 16, 19, 20, 21, 25, 27, 28, 34, 36, 39

(CRC)





Stage Model of English as an Additional Language Acquisition – General Descriptors

Guidance Notes

Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a **'best-fit' basis** in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

Stage A – New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying / repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

Stage B – Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative / accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

Stage C – Developing Competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. **Requires ongoing EAL support to access the curriculum fully.**

Stage D – Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks.**

Stage E – Fluent



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REFERRAL FORM – PRIMARY SCHOOLS (2013-14)

Please email or post completed form to Head of Service (address below)

FAMILY NAME:

FIRST NAMES: **Male/Female:**

KNOWN AS: **DATE OF BIRTH:**.....

DATE OF ENTRY TO SCHOOL:

YEAR GROUP:If Nursery:... a.m./p.m.(please delete as appropriate)

HOME ADDRESS:.....

HOME TEL. NO: **NAME OF PARENT / CARER:**.....

ETHNIC BACKGROUND:

	Main Category	Extended Category

FIRST LANGUAGE(S):.....

ASYLUM SEEKER: **YES/NO (Please delete as necessary)**

REASON FOR REFERRAL:.....

.....

ANY SPECIAL EDUCATIONAL NEEDS: **YES/NO/UNSURE**

If so, please specify:

OTHER AGENCIES INVOLVED:
.....

PLEASE PLACE 'X' IN BOX TO INDICATE THAT PARENTS HAVE AGREED TO THIS REFERRAL

SCHOOL: **Tel. No:**

Headteacher: **School Contact:**

Signed: **Date:**



Designation:

