



Christ Church CE Primary School

EAL Policy

Reach for the Stars

Vision

Reach for the Stars – Living Life in all its fullness

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

Values

As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, trust, and perseverance** are at the heart of all school life.

Mission Statement

*Our mission is to develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the "big questions" of life.

* We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.

* We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.

* We seek to engender the joy and wonder of learning by providing a creative and challenging curriculum using the local community and beyond which makes learning vivid, real, enjoyable and fun.

* We promote moral development, aspiration and hope. We provide opportunities for our children to engage in social action and be courageous advocates for change in our local, national and global communities.

* We develop social growth and an understanding and compassion for others. Through the practice of forgiveness and reconciliation we encourage good mental health to enable all to live well together.

* We create a school environment that embraces difference where all children are equal. We cherish ourselves and each other and form healthy relationships offering respect, kindness and dignity.

* We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents, our local parish community and the diocese. We promote partnerships locally, nationally and globally in order to become active citizens, global champions and responsible stewards of our world.

Context

Number on roll: 141

FSM6 pupils: 57% (Q1; National Average: 23%)

SEND: Support: 31% Q3; EHCP: 3.5% Q3

EAL: 71% (Q1; National Average: 21%)

Ethnicity: 22% White British; 78% split between 10 ethnic groups

71% of pupils do not have English as their first language.

Stability: 67% (Q5; National Average: 86%)

14.6% of families are refugees or asylum seekers

24 Different languages spoken in school

The Government defines EAL Learners as:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language during early development and continues to be exposed to this language in home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

Aims

In addition to our values and mission statement, we include additional aims for children who come to Christ Church with English as an additional language. We aim:

- to provide pupils learning EAL with a broad and balanced curriculum in line with the National Curriculum. All pupils need to learn the English language, which will enable them to participate in social and educational activities as well as the language of the curriculum;
- to structure lessons and use language in a way that includes the EAL child and develops the learning of EAL;
- to use speaking, listening and discussion techniques in all subject areas to improve pupils' language and vocabulary development;
- to facilitate opportunities for children to study alongside English-speaking peers, for example, in group work;
- to organise and use resources to aid the development of language skills and to use teaching strategies which provide access to the curriculum;
- to recognise and support the needs of bilingual learners and ethnic minority children;
- to accumulate accurate knowledge of the pupil's needs attainment and abilities;

- to encourage and involve parents in the full life of the school drawing on their skills and culture.

Key Principles for additional language acquisition

- Language develops best when used in purposeful contexts across the curriculum.
 - Effective use of language is crucial to the teaching and learning of every subject.
 - The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
 - Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
 - Teachers have a crucial role in modelling uses of language.
 - The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
 - The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
 - Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
 - Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- A distinction is made between EAL and Special Educational Needs.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning Planning and Differentiation:

New arrivals are made to feel welcome which enables them to learn as they feel secure and valued. The school welcomes all new arrivals and talks to parents/ carers to find out about previous schooling, languages spoken etc. Interpreters are provided if needed.

We are an inclusive school and in order for the children to flourish academically whilst supporting their well-being, children in KS2 who cannot access the KS2 English curriculum are taught by our EAL teacher. KS2 children with no or very little English attend 5x English, phonics and Mathematics lessons in groups that are tailored to their needs and ability. This allows rapid progress to be made and children return to their class when fluent enough to participate in lessons. Younger children usually join their age related class.

Teaching plans identify the learning objectives and provide differentiated opportunities matched to individual EAL pupils' needs. Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in English in the National Curriculum. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure

that pupils can participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Pupils may be supported in a variety of ways to suit their needs. Much of the support is designed to be embedded into good teaching practice. Teaching practice that encourages speaking and listening, peer support and awareness of possible language difficulties and need for language development. Teaching is imparted through learning English in purposeful contexts across the curriculum. Meanings and understandings cannot always be assumed, and they are explored in lessons.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect linguistic and cultural diversity. A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, computer software, etc. Texts, particularly stories which illustrate cultural diversity are used across the curriculum and our school libraries and class libraries also have a variety of books from diverse cultures.

Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages;
- the pupils' previous educational and schooling experience;
- the pupils' family and biographical background.

The pupils' level of English is identified with reference to NASSEA Foundation EAL assessment framework and with reference to the National Curriculum. Staff regularly observe, assess and record information about pupils' developing use of language.

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are very able even though they may not be fully fluent in English.

Assessment and Record Keeping

There are three formal assessments periods within the school year for all children in school.

However, evaluation of the day to day progress of EAL pupils is an ongoing process and very much part of our practice. The children's progress in class is monitored by the class teacher which teaching assistants are encouraged to contribute to.

Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.

We aim to ensure that our written and spoken communication with families and with the community is effective using plain English and translators/interpreters. Many of our documents have visual prompts. We have access to translation software for texts and messages.

We have identified parents speaking many different languages who are available to translate or support new parents. We aim to work closely with members of the wider community to support our families with EAL.

We take account of parents' linguistic, cultural and religious backgrounds when planning the curriculum, e.g. including Islamic Civilisations in the history curriculum and Buddhism in the RE programme of study. We develop home-school links by encouraging parents to contribute their knowledge and experience to the school's curriculum.

Staff Development and Whole Staff Responsibility

The EAL Lead and the EAL teacher attend appropriate training provided by the local authority and other networks. The EAL Lead works closely with all staff to update them on training, advice and support and effective resources to use.

The EAL Lead is presently leading work in school to order to achieve the school of Sanctuary Award as well as an EAL award.

Policy Review

This policy was first drafted in April 2022.

This policy will be reviewed every two to three years or earlier if needed.