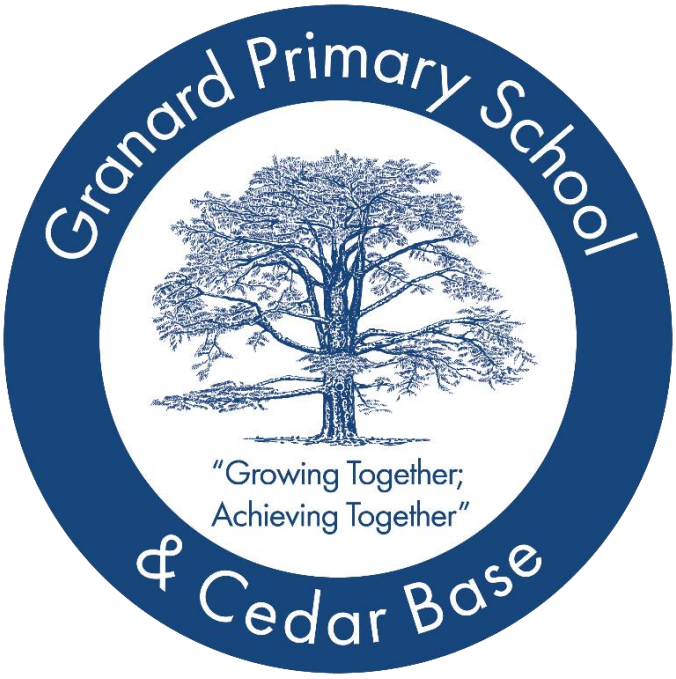
Granard Primary School



EAL Policy

November 2024

Review Due: November 2027

Background

The pupils at Granard come from diverse backgrounds with a wide range of language skills.

Granard Primary School caters for a multilingual community. The school is located in an area that has a higher than national average level of deprivation. Approximately 46% of the children are Pupil Premium. The school has at present 343 pupils on roll, out of which approximately 80% are from different ethnic minorities and 52% have home language different from English. There are at least 35 different languages spoken.

A small proportion of our pupils arrive from other countries with no or very little understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school.

The partnership between staff and parents is strong. The role that parents play in their children's learning is an important one.

Definition of EAL

The term English as an Additional Language (EAL) is defined by the Department for Education (DfE, 2020) as follows:

'Information on a pupil's first language is collected in the school census. A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.'

It should also be noted, that Diane Leedham, an associate education expert for 'The Key' (see References) advises on how schools should define EAL for internal purposes. Diane Leedham recommends that schools use the DfE's definition as a starting point.

She then emphasises that schools should ensure that pupils with EAL continue to be recognised as such internally, even when they appear to be fluent in English. Adding that pupils with EAL, don't stop having EAL when they learn English.

At Granard Primary School we help the pupils learn English through a variety of teaching and learning methods. Our aim is for the pupil to become a fluent speaker of English and to access the school Curriculum as fully as possible

Our Aims

At Granard Primary School we aim to develop language skills and to raise achievement by:

- Providing an environment that reflects the multi-cultural and social diversity of our school and providing stimuli and resources so that each child feels that his/her heritage and culture is respected and valued by the whole school.
- Ensuring that any incidents of racial abuse or intimidation are dealt with immediately and effectively.
- Providing and equipping our pupils with skills, knowledge and strategies to be able to cope with any specific problem that they may encounter.
- Building up the self-esteem and self-confidence of our pupils.
- Ensuring educational inclusion in all aspects of the curriculum.
- Trying to use a pupil's first language when appropriate to support learning and to actively and visibly value its use in school, for example through displays and story sessions.
- Promoting a positive approach to high expectations.

- Developing the language skills of EAL pupils to enable them to have equal access to the curriculum, the social life in school and to participate in the life of the community.
- Supporting parents and family at home and informing them about pupils' progress.
- Developing the skills of the whole staff through training and opportunities to attend EAL courses.
- Promoting links with the local and wider community both within school and through visits outside.
- Monitoring the progress of our EAL pupils and to identify areas for development.
- Ensuring that in all areas of selection for different pupil roles and responsibilities, the school tries to reflect its cultural diversity.

How to fulfil these Aims

The EAL Leader is responsible for overseeing the provision of EAL support. The support is carried out by the EAL Leader and an EAL Teaching Assistant.

A focused use of EAL support is regarded as best practice, with an overview of whole school developments and the needs of minority groups. Analysis of data and knowledge of the children determines the allocation of EAL time with regard to whole class/group/individual/curriculum and whole school aspects. Progress is constantly reviewed half termly in order to maximise the support.

Pupils to be targeted might be in any or all of the following categories:

- EAL Beginners (particularly those at Stages A and B)
- New entrants to all year groups
- Children at risk of underachieving
- Specific year groups
- Individual referrals
- Pupils with poor attendance who may have missed out on an area of learning

Planning and Teaching for pupils with EAL

Teachers plan lessons taking into account ways to support EAL pupils. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs and in groups. There is great emphasis on talking for learning and teachers ensure there is purposeful talk, related to key vocabulary, in all lessons. Talk partners are an important and essential element in all pupils learning. Once pupils are confident speakers of English, their writing and mathematical skills will develop. The rich language curriculum is built on modelling and repetition. Pupils with EAL are encouraged to echo (repeat direct language given to them), copy language (say what they have heard from others from group work or partner work) and use technology to support their communication with others.

Pupils with EAL are also included in Read, Write, Inc. (RWI) lessons to teach them the sounds of the English language. After an initial assessment they will be placed in the appropriate group if they are in Early Years or KS1 and either in an intervention or small group with the EAL teaching assistant in KS2. This encourages their reading, spelling and writing of English.

Teachers promote an inclusive environment in class and, therefore, use learning aids such as visuals, colourful semantics, relevant technology, dual language books and dual language words. This aids pupils in their learning and helps other pupils to understand and respect another's languages and cultures. Pupils are encouraged to share languages with their peers.

Assessment and Record-keeping

Children with EAL are regularly assessed by both the class teacher and the EAL teacher and their EAL stages of fluency are kept up-dated. These levels of fluency are on a scale from A to E (Appendix 1).

Both class teachers and the EAL teaching assistant have a record of these levels and they are used by teachers to inform their planning.

Pupils with EAL and all pupils new to the school are further assessed/baselined to track progress using the following:

- Read Write Inc. (RWI) assessment of phonics, reading and spelling
- Salford Reading Test
- Hodder Comprehension Test (only where a Salford Reading Age score is 5 years 6 months or more)
- Writing sample
- Reading and spelling of Common Exception Words and High Frequency Words (starting with Year 1)

It is the responsibility of the Senior Leadership Team (SLT) and EAL Leader to ensure that pupils are given appropriate support in and out of the classroom environment. They will monitor the progress of the pupils through pupil progress meetings, analysing the termly assessments and through performance management.

If progress is very slow, despite targeted teaching and interventions and staff are still concerned that the pupil has difficulties, then the appropriate Phase SENCo will be alerted. A meeting with the parents will be arranged and a more 'in depth' assessment of the pupil will be made. This is to establish whether or not the pupil is experiencing learning difficulties in both languages.

References

The Key
https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/raising-achievement-specific-groups/defining-english-as-an-additional-language-eal/

Reviewed: November 2024

Review Due: November 2027

Approved by: EAL Leader: ……

Name: ……..…….. Date: ……

Headteacher: ……

Name: …….. Date: ……

5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION – support material

STAGE A (new to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING				
♦ Silent period ♦ Copies/repeats some words and/or phrases ♦ Uses single words or short phrases ♦ Has very basic, limited range of vocabulary ♦ Understands some everyday expressions and simple instructions in English	♦ Uses spoken English for 'social' purposes ♦ Has limited awareness of grammar syntax ♦ Vocabulary is widening but tends to be related to familiar contexts ♦ Is acquiring some topic/subject specific vocabulary ♦ Follows day to day social communication in English ♦ Understands simple instructions ♦ Follows narrative/accounts with visual support	♦ Uses spoken English confidently but structural inaccuracies still apparent ♦ Has a fairly wide vocabulary which includes a growing bank of subject specific words ♦ Gives appropriate responses to a wider range of situations without the need for visual support ♦ Able to follow more complex verbal input	♦ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors ♦ Has a wide vocabulary with more use of abstract words ♦ Some vocabulary gaps still evident ♦ Usually copes with a wide range of verbal input from a variety of sources	♦ Is a fluent speaker of English in a full range of situations
READING				
♦ Minimal or no literacy in English	♦ Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text	♦ Reads adequately but has difficulty interpreting complex texts related to the curriculum	♦ Reads and understands a wide variety of texts but struggles with suitable nuances of meaning	♦ Is a fluent reader of English in a full range of situations

WRITING				
♦ Minimal or no literacy in English	♦ Can produce small amount of independent writing with support from teacher/peers ♦ Has limited awareness of grammar ♦ Uses basic punctuation, e.g. capital letters and full stops ♦ Is becoming aware of simple spelling patterns ♦ Uses basic vocabulary	♦ Strives towards more developed pieces of writing for a range of purposes ♦ Demonstrates a growing awareness of grammar but continues to make mistakes ♦ Generally, uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation ♦ Is producing improved spelling for a wider range of words ♦ Is developing a wider range of vocabulary	♦ Writes competently for a range of purposes ♦ Writing contains only occasional errors in grammar ♦ Generally, uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ♦ Spells most words correctly ♦ Uses a wide range of vocabulary	♦ Is a fluent writer of English in a full range of situations
♦ **Needs a considerable amount of EAL support**	♦ **Needs a significant amount of EAL support to access the curriculum**	♦ **Requires on going EAL support to access the curriculum fully**	♦ **Needs some/occasional EAL support to access complex curriculum material tasks**	♦ **Operates without EAL support across the curriculum**