

EAL Policy

PARSLOES PRIMARY SCHOOL



Approved by the Governing Body – November 2022

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1. Aims and Objectives

At Parsloes Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their language and cultural background. The school seeks to raise the achievement, remove barriers to learning and increase curricular access for all. All children and parents with EAL are valued, respected as equal members of the school.

All pupils need to feel safe, accepted and valued in order to learn effectively and make at least good if not accelerated progress across the curriculum. This includes recognizing, valuing and celebrating their home language and background, along with being proactive in removing barriers that stand in the way of our EAL pupil's success.

This policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, along with the use of resources and strategies to meet the needs of pupils who have English as an additional language. We strive to provide EAL pupils and parents with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of The EAL Policy

To assist all EAL pupils to become fluent English speakers as quickly as possible.

To assist and support all EAL pupils in their acquisition of English language skills.

To develop staff knowledge and confidence to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.

To develop rigorous monitoring, evaluating and review systems.

To develop a support network of both parent and pupil language ambassadors.

2. Context

At Parsloes Primary we have a range of approximately 38 languages spoken in the family homes.

On entry to the school, information will be gathered about:

Pupils' linguistic background.

Pupils' previous educational experience.

Pupils' family and biographical background.

Pupils' will be assessed within two weeks of entry with a baseline bell assessment by the class teacher.

Pupils that come out as A or B level on the assessment will complete a 12-week intervention in the EAL

Hub. This will start 2 weeks after their first day of school.

EAL Assessment

EAL pupils are assessed using the Bell assessment every term by their class teacher.

Pupils using the EAL hub will also be regularly reviewed for effectiveness and impact of interventions and additional support by the TA delivering the intervention.

Our approach to teaching pupils with EAL

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have EAL needs. This will be differentiated for individual pupils.

3. Definitions

Children may be said to be EAL if they know one or two other languages and are learning English as an additional language. Bilingual is used to refer to those children who have access to more than one language and it does not necessarily imply full fluency in both or all of their languages.

4. Roles and responsibilities

4.1 The EAL Lead

Michelle Basri — mbasri@parsloes.bardaglea.org.uk

They will:

- Work with the head teacher, SENCO, EAL governor and EAL borough advisory teacher to determine the strategic development of the EAL policy and provision in the school
- Have day-to-day responsibility for the operation of this EAL policy and the co-ordination of the EAL hub provision made to support individual pupils with EAL level A, B or C.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with EAL receive appropriate support and high-quality teaching.

- Advise on quality first teaching approaches to support EAL pupils in class.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies and other local schools with any queries regarding EAL.
- Ensure the school keeps the records, monitoring and case studies of all pupils with EAL up to date.

4.2 The EAL Governor

The EAL governor will:

- Help to raise awareness of EAL issues at governing board meetings.
- Monitor the quality and effectiveness of EAL provision within the school and update the governing board on this.
- Work with the head teacher and EAL lead to determine the strategic development of the EAL policy and provision in the school.

4.3 The head teacher

The headteacher will:

- Work with the EAL lead and EAL governor to determine the strategic development of the EAL policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with EAL.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the EAL lead to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this EAL policy.

5 Adaptations to the curriculum

We make the following adaptations to ensure all pupils' needs are met:

- Using recommended aids, such as objects, visual supports, visual timetables, etc.
- Differentiating our teaching, for example, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using support staff, for example, to work with EAL pupils in small group.

6 EAL Hub

The purpose of the EAL Hub is to provide targeted language interventions, based on, Caroline Scott Teaching Children English as an additional language programme and Primary National Strategy Excellence and Enjoyment: Learning and teaching bilingual children primary years, over a 12 week period. The interventions will have two levels of progress.

After attending school for two weeks, children will attend the hub every afternoon for a 12 week period.

Class teachers will assess the pupil at the start and end of the intervention using the Bell assessment.

The first group to be targeted will be pupils assessed to be level A or B on the Bell assessment. They will have a longer session, focusing on emergency and basic language for speaking and listening along with phonics through Little Wandle.

The second group will be pupils that are beginning to achieve a level C on the Bell assessment but are not secure. They will focus on developing a deeper understanding of the language, including basic writing, reading comprehensions and grammar.

7 Supporting EAL School Community

Parents will be invited to attend ESOL accredited course in the school every week.

EAL parent ambassadors will be available to translate and welcome new parents to the community where possible.

EAL pupil ambassadors will be available to play and support EAL pupils during lunch and break time.

7 Staff Training

Annual EAL training will be provided to all Staff by EAL Lead and borough advisory link.

Teachers and support staff delivering EAL interventions will have the opportunity to attend local authority EAL training.

EAL lead will provide guidance and advice to staff when required.

8 Evaluating the effectiveness of EAL provision

We evaluate the effectiveness of provision for pupils with EAL by:

- Reviewing pupils' attending the EAL hub, individual progress towards their goals each term.
- Reviewing the impact of interventions routinely.
- Monitoring by the EAL lead.
- Monitoring by the EAL Link Governor.
- Monitoring by the Link LA advisor.
- Class teachers carry out termly bell assessment for all pupils in their class.

Contact details for raising concerns

Michelle Basri – EAL lead – mbasri@parsloes.bardaglea.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Michelle Basri –Inclusion Lead every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.