



Surrey Street Primary School



EAL Policy

Philosophy

We celebrate the multicultural richness and diversity in our school. Our aim is that our children from many ethnic backgrounds, who speak many different languages, receive the aid and support needed to develop confidence and competence in English and shared values in preparation for involvement both in and out of school. This document should be read in conjunction with the rationale and guidance for Journey and Welcome classes and the safeguarding policy.

Aims

- To recognise and celebrate the diversity of language and culture in the school.
- To enable children with English as an additional language to be fully involved in school life.
- To enable all children to have access to a broad and balanced curriculum
- To ensure children are not disadvantaged in school if they do not speak English as their first language.
- To enable all children to reach their full potential.

Implementation

- We nominate a member of staff to be responsible for coordinating the provision for children with EAL.
- We ensure whole school involvement in assemblies and display.
- We focus support to further learning and access the curriculum.
- We employ staff from minority backgrounds when appropriate/necessary as role models.
- We have a Key Stage 1 and Key Stage 2 class specifically for the delivery of literacy and numeracy for children who are at the early stages of English acquisition:

Journey class (key stage 1) and Welcome Class (key stage 2) are specialist wave 3 interventions that have been set up specifically to support students who are at the early stages of English acquisition.

The program of study is established to provide pupils with the vocabulary and grammatical structures needed for both school performance and everyday living.

Together with the support of 2 teaching assistants the teacher in each class develops language acquisition and cognitive academic language skills through the use of sound instructional techniques. The classes provide the children who are new to English the opportunity to grasp the academic, social, and cultural aspects of the English language through the teaching of reading, writing, spelling, and listening along with developing the mathematical vocabulary necessary to access the learning in the classroom.

The Coordinator's Role

The coordinator is responsible for:

- Compiling and updating the EAL register.
- Allocations to Journey and Welcome Class.
- Supporting colleagues in the provision of EAL in class.
- Liaising with the SENCo if SEN has also been identified.
- Organising home language assessments, where children's progress is not in-line with expectations.
- Coordinating INSET on EAL.
- Developing and improving resources.
- Liaising with support staff who work with children with EAL.
- Disseminating good practice.
- Attending training and feeding back to the staff.
- Monitoring the progress of EAL children.
- Developing an action plan which specifies the actions needed to be taken over the coming year and ensuring those actions are completed.

Assessment

- Children who newly arrive at school have their stage of English acquisition and needs assessed within the first 2 weeks (see Journey and Welcome Classes Rationale and Guidance document) so that focused learning can take place. Assessment tests are also carried out in order to give the school a baseline across a range of subjects.
- Children with EAL are assessed termly against the Stages of English Development (see Assessing proficiency in English at Surrey Street Document) and ILPs (Individualised Learning Plans) are revised.
- The progress of EAL children is carefully monitored (tracked against Hounslow Progress Grid).

| Hounslow Guidance for progress in S&L: | | Start on higher level | Move to next |
|--|---|-----------------------|-----------------------------------|
| | | Months | Limit before should have moved on |
| A | A | | 2 |
| A | B | 1 to 2 | 14 |
| A | C | 14 | 38 |
| A | D | 38 | 74-86 |
| A | E | 74-86 | |
| B | B | | 12 |
| B | C | 12 | 36 |
| B | D | 36 | 72-84 |
| B | E | 72-84 | |
| C | C | | 24 |
| C | D | 24 | 60-72 |
| C | E | 60-72 | |
| D | D | | 36-48 |
| D | E | 36-48 | |

- Children with EAL are regularly assessed by the class teachers in Welcome and Journey Class and base class teachers

Monitoring

- Pupil Progress meetings
- Intervention Strategies
- Report levels of proficiency in English for pupils developing English as an additional language to the DfE. This data will be collected annually, from Spring Term 2017.

Resources

The school develops resources to support EAL learners ie: posters, dual language texts, multicultural stories, games, puppets, plays, role play props and dictionaries.

The Talk4Writing teaching sequence is used to develop children's knowledge of English story structures and traditional tales. This teaching sequence encourages children to recite texts and then to innovate these, using newly acquired vocabulary.

A number of web-based resources are used to supplement planning:

<http://www.eslkidstuff.com/esl-kids-lesson-plans> (subscription required)

<http://www.esl-galaxy.com/Kids.htm>

<http://www.teachchildrenesl.com/index.html>

<http://sproutenglish.com/>

<http://teachingenglishinaforeignland.blogspot.co.uk/2012/06/best-esl-lesson-plan-websites-for-young.html>

http://bogglesworldesl.com/kids_worksheets/index.htm

<http://learnenglishkids.britishcouncil.org/en/>

<http://www.eslgamesplus.com/>

Reviewed by Sarah Jackson April 2017