



The Federation of Sacred Heart R.C. School and St Mary's R.C. School.

English as an Additional Language Policy

Adopted by the Governing Body: Feb 2016

Reviewed (1):

Reviewed (2):

Reviewed (3):

English as an Additional Language Policy

Terminology

EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.

Both St Mary's and Sacred Heart School are multilingual schools where over 50% of the pupils are bilingual. This policy explicitly addresses the needs of those bilingual pupils.

This policy includes the following areas of concern:

- Aims
- New arrivals
- Teaching and Learning
- Assessment and record keeping
- Families in the community

Aims

We aim:

- ❖ To ensure that EAL learners have full access to the curriculum.
- ❖ To address the specific learning needs of EAL pupils to ensure inclusion and full participation in school life.
- ❖ To ensure that EAL learners reach their full potential.
- ❖ To promote language learning throughout the school.
- ❖ To promote the role of parents and carers in their children's learning.

New arrivals

On admission, information about the child's cultural, religious and linguistic needs is recorded in an interview with the parent/carer. New EAL pupils are referred to the EMA team who will ensure a linguistic assessment of English is made as soon as possible. Where possible, the child is introduced to a buddy/buddies from within the same community group.

If necessary, an induction programme will be arranged for any newly arrived Key Stage 2 child assessed at stage 1 of English competence (using RBKC profiles of competence in English). Induction for Key Stage 1 and Foundation pupils will be discussed with mainstream teachers as the need arises.

Research tells us that whilst it takes one to two years for bilingual learners to develop fluency in social conversational English, it may take seven to ten years to acquire fluency in academic English. Therefore, we acknowledge that language support is needed beyond the intake and induction of pupils new to English.

Teaching and Learning

We recognise that bilingual pupils are best supported when:

- ❖ All teachers recognise their role in language teaching.
- ❖ Prior learning or experience of pupils is valued and used to support their learning in English.
- ❖ Teachers use specific support strategies to aid learning e.g. rehearsal and repetition of language structures, visual cues, and scaffolding for writing, speaking and listening activities.
- ❖ There is access to good English language peer and adult models.

The TA who has responsibility for EMAG/EAL identifies pupils for support and specific intervention projects in liaison with a senior manager and class teachers. The timetable of support is informed by data analysis of Stages of English and levels of attainment in the national curriculum.

The EAL/EMA coordinator oversees the work of the TA who has specific responsibility for supporting target EAL (of EMA) pupils. But given that around 50 % of our children are bilingual, we recognise that ensuring full access to the curriculum is the shared responsibility of all staff.

Assessment and record keeping

A register is kept of all EAL pupils in the school along with their proficiency and progress in English. These pupils are assessed twice a year using the RBKC profiles of competence in English in the three key areas of speaking and listening, reading and writing. Whilst priority is given to Stage 1 and 2 learners, refugees, travellers and advanced bilingual pupils may also be targeted to ensure they achieve relevant levels of attainment in the curriculum. Assessment is undertaken by the EAL team in conjunction with

mainstream staff using samples of unaided work and records of observation as evidence of progress.

Families in the community

We value the importance of parental/carer involvement in all aspects of bilingual pupils learning. EMA/EAL staff make early informal contact with newly arrived families to support their children's induction to the school. If deemed necessary, a more formal meeting with access to an interpreter will be arranged to access the child's educational needs.

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