



Bright Fields School

EAL Policy

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A part of SofiNo Education Group Ltd

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Introduction

At Bright Fields School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of all our multilingual pupils enabling them to be the best they can be, within a positive, supportive, secure and safe learning environment.

All pupils need to feel safe, accepted and valued to learn. For pupils who are learning English as an additional language, this includes recognising, valuing, and celebrating their home language and culture.

As a school, we are aware that multilingualism is a strength and that pupils who have English as an additional language (EAL) have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to set out the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of EAL pupils and so to raise pupil achievement.

Through first quality teaching based on experience and talk, we aim to meet the language needs of our learners.

Our aims

- To provide a welcoming environment in which children will learn most effectively.
- To provide support to all pupils with EAL needs - both new arrivals and more advanced multilingual learners.
- To ensure that we collect all relevant information about new pupils and communicate essential information to all relevant members of staff through our robust admissions system.
- To plan and teach lessons using learning styles most appropriate to our EAL learners.
- To provide an inclusive curriculum.
- To promote all pupil's first languages across the school and encourage and support discussion of learning (in the first language) at home.
- To monitor pupils' progress regularly, completing an assessment tracker as recommended by the County Adviser, and through pupil progress meetings.
- To assess pupils in class and set outcomes based on these assessments.

- To ensure that pupils are making progress and that they can access the school curriculum with adaptations where needed.
- To support pupils who are at risk of underachieving
- To celebrate all pupils' achievements in school as well as in extracurricular activities.
- To communicate regularly with all parents, using appropriate interpretation services, such as 'Language Line' as appropriate.
- To celebrate the diversity of language and culture within our children and staff, which enriches our school community.

Our goal is to promote language awareness and raise pupil attainment, progress, and achievement, through being immersed in a language rich environment. Our EAL children are entitled to opportunities for educational success that are equal to those of our English-speaking children.

Definition of EAL

According to the DfE, a pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

If they are identified as EAL when they join the school, they will continue to be EAL throughout their education journey, irrespective of their progress in English.

A Bilingual learner is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply fluency in both or all languages.

Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give pupils the opportunity to improve their fluency in speaking, reading, writing, and understanding English.

Planning and Teaching for Pupils with EAL Needs

Teachers consider the needs of EAL learners in their planning and teaching. In class pupils are taught to learn using a variety of strategies. Pupils learn independently, as a

whole class, in pairs, in groups and through collaborative activities. Pupils are encouraged to explore a range of learning styles. Resources are prepared to reflect and meet the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

The level of cognitive challenge should remain appropriately high for EAL learners and not be reduced because of the language demands, as having a home language other than English is not a 'learning difficulty'.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. All pupils are monitored at regular pupil progress meetings. Teachers direct Teaching Assistants to provide additional targeted support.

All the staff have a collective responsibility to identify and remove the barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Staff liaise with the County Advisers through the Virtual School, as appropriate for advice and guidance.

EAL Lead Teacher Role and Responsibilities

The Lead Teacher's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with all staff.

- To achieve the above, the EAL Lead teacher will:
- Disseminate information and key messages to all staff efficiently.
- Represent and promote the needs of EAL pupils.
- Advise teachers about development of EAL strategies, planning and assessment.
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy.
- Keep up to date regarding EAL 'good practice' and to share CPD opportunities with all staff.
- Audit resources.
- Work alongside the SENCO with regard to producing and maintaining an EAL action plan.
- Take part in the monitoring of teaching and learning through Learning Walks and Work Scrutiny.

Resources

With guidance from the Virtual School and advisory service for EAL, we will develop resources to support the teaching and learning for our EAL pupils. These include bilingual dictionaries, dual-language books, sight words in other languages, games, and audio materials as well as multicultural colouring materials.

We have will purchase dual language books, which are appropriate for different ages of readers that will be accessible for all pupils. These will include several authors and stories which are very popular, such as 'We're going on a Bear Hunt', by Michael Rosen and 'Farmer Duck', by Martin Waddell.

International New Arrivals (INAs).

At Bright Fields School School we define new arrivals as children who have not had a consistent education in this country for the past year. We have a thorough process to ensure that we can offer the best support possible for our new pupils and their families.

Key principles for INA new to English

- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in the home language enhances the subsequent acquisition of EAL.
- Where possible we will be supported by other pupils or adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs as appropriate, with simple repetitive language if required.
- Group INA with good English-speaking role models, both children and adults.
- Use as many visual prompts as possible and communication friendly practices.
- Supply plenty of opportunities for hands on (kinesthetic) learning such as role play, games and visits to immerse in a language rich environment.

Strategies for working with children new to English.

- Provide lots of hands-on experience so children can learn the new language through participating in activities that support cognitive development.

- Teach newly arrived pupils useful words and phrases (enabling language) and routines of the classroom in order for them to communicate with others in the school community.
- Additional visual support is provided for example - visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations/ modelling.
- Classroom activities have a clear language and learning outcomes, with the use of appropriate resources and support, moving from the concrete to the abstract, to enable pupils to participate and access all areas of school life.
- Enhanced opportunities are provided for speaking and listening as well as drama and role play.
- Use of bilingual dictionaries as appropriate to support language and learning.
- Scaffolding, through the use of writing frames for example, is provided for language and learning.
- Create a language rich environment with additional verbal support provided, for example repetition, modelling, peer support. Key vocabulary is reinforced with the support of a teaching assistant as well as visual clues.
- Display positive images of people from ethnic minorities.