

Penllergaer Primary School



EAL POLICY

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 28, 29, 30 (CRC)

1. Introduction

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Penllergaer Primary School has a small percentage of English as an Additional Language learners on roll. We have pupils from China, Arabia, India, Pakistan and other European backgrounds.

2. Aims and Objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

To ensure that pupils who are learning to use English as an additional language for educational purposes receive appropriate access to the National Curriculum and equal opportunity to achieve their academic potential.

These aims will be achieved by:

- Specialist EMAU support for class teachers working with pupils from ethnic minority backgrounds.
- Specialist EMAU support across the curriculum for ethnic minority pupils
- Bilingual curriculum support for ethnic minority pupils where available.
- Developing links with bilingual learner's parents and communities.
- Removing cultural and other barriers, and acknowledging the linguistic and cultural diversity of pupils in the school.
- Specialist support for ethnic minority pupils identified as being at risk of underachieving.
- Incorporating close liaison between class teachers, ALN teachers (where appropriate) and EMAU support staff in the normal planning process

The Objectives

- To use English as a means of communication in social and curriculum contexts.
- To be able to read with understanding and write for a range of purposes.
- To develop a growing awareness and knowledge of English grammar.
- To strongly encourage development and progression of first language through bi-lingual support.

3. Underlying Principles

- Bilingual learners have language and learning needs
- The best progress in language learning is made when class teachers, EMAU teachers and bi-lingual teaching assistants work closely together as equal partners.
- Whilst social language is often acquired in approximately 2 years, it can take 10 years or more for EAL pupils to be fully competent in the use of academic language for educational purposes.

- The level of competency particularly of literacy in the first language directly affects their acquisition of an additional language.
- A distinction is made between pupils who are learning English as an additional language and pupils who are learning English as an additional language and have a special educational need.

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through visual materials, writing frames, dictionaries and translators;
- Using the home or first language where appropriate

4. Support procedures for EAL pupils

The school refers EAL learners in need of language support to the EMAU service. Specialist EAL support staff are allocated to the school to work alongside class teachers. The EMAU service also provides the school with bi-lingual teaching assistants who work with pupils to support their access to the curriculum through the medium of the first language and act as a vital link between home and school. The EMAU service staff support the allocation of EMAU service staff to the school is based on the number of pupils in need of support, their stages of English language acquisition and the overall amount of support available from the service.

Penllergaer Primary School adopts the guidelines detailed in the EMAU Service Handbook – Primary Procedures and Practice.

5. Curriculum Access

All children in our school follow the curricular requirements of the Foundation Phase and National Curriculum. Children with English as an additional language do not produce separate work.

The language support teacher from the EMAU service works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the groups will be taught in a separate teaching area to enable differentiation of task and to maximise

bi-lingual support. Also late arrivals or new beginners will receive individual support to help them integrate into a whole class situation.

In the Foundation Phase we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Foundation Phase helps the children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Providing bi-lingual support to extend vocabulary and understanding;
- Providing a variety of writing in the children's home language as well as in English;
- Providing opportunities for children to hear their home languages as well as English

6. Assessment

The statutory assessment arrangement of the National Curriculum allows us to make special arrangements for children who are learning English as an additional language.

All children are assessed on entry using initial assessment packs or observations depending on age. Home language assessments are only administered if the class teacher feels there is a need. All children are assessed twice yearly for updating stages of English.

In the mathematics assessments at Foundation Phase we translate words or phrases that appear in the assessment materials or that the children use in their responses. For the science and written mathematics tests at Key Stage 2 we provide verbal or written translations (where bi-lingual support is available) of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. We have recently introduced a Non-verbal reasoning test in Yr5/6 which allows us to assess all pupils including pupils without language. We aim to roll this out across the school in future.

7. Additional Information

Increased pressures on the EMAU service in terms of numbers and of EAL pupils and supported schools, has resulted in targeted support.

- Bi-lingual support for 1 language as required
- There is also 1 language that has no available bi-lingual support

8. Equal Opportunities

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity policy and disability scheme.

9. Monitoring and Review

This policy is monitored by the EAL Leader (Inclusion Officer) on an annual basis and reviewed and updated as required.