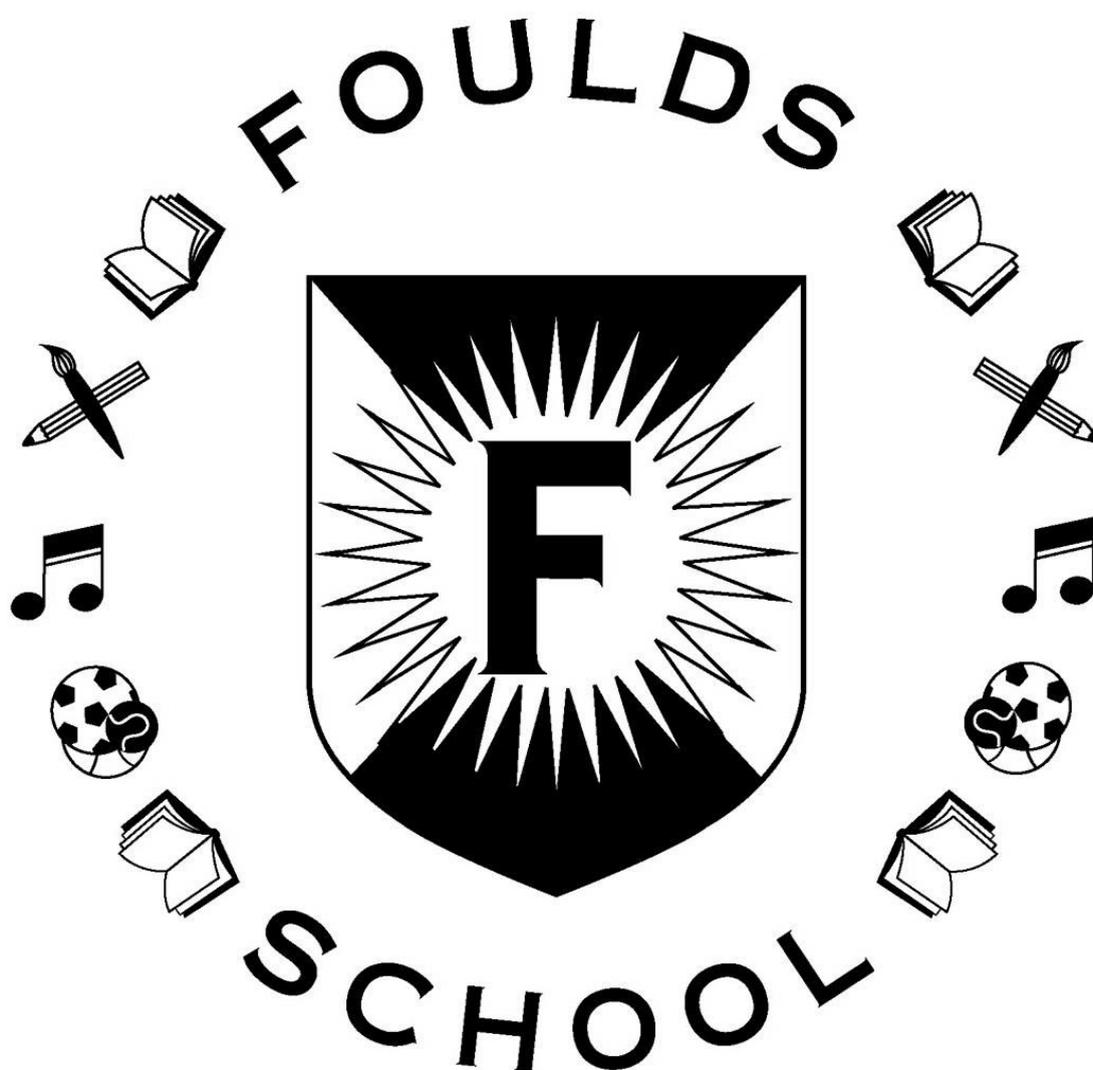


# FOULDS PRIMARY SCHOOL



## English as an Additional Language Policy

Updated: Summer 2017  
Review due: Summer 2020

Statement (Taken from our Single Equality Policy, January 2014)

The “Equality Policy for Foulds School bring together previous policies, schemes and action plans that we had previously around Equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010.

The policy outlines the commitment of the staff and Governors to promote equality. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every individual in our community should feel safe, secure and valued in an environment that champions respect for all.”

At Foulds Primary School we recognise that an individual’s language is central to their sense of identity, belonging and self worth.

At Foulds Primary School we acknowledge that valuation of linguistic diversity enhances the learning of all pupils and therefore, as an inclusive school, we aim to provide an environment and curriculum which positively reflects the languages and cultures of all pupils.

**We aim to:**

- Promote positive attitudes about the diversity in our community
- To ensure that a variety of opportunities are created within the Curriculum to reflect pupils’ own culture, ethnicity, religion and linguistic identities.
- Acknowledge the importance of home languages.
- Plan lessons, activities and differentiation to provide opportunities so that all pupils have access to the curriculum by taking into account their learning styles, special educational needs, cultural backgrounds, EAL status, socio-economic background and/or other factors that may prove to be a barrier to their learning.
- Monitor and track all children’s progress, including those for whom English is Additional Language, and to implement strategies, support and interventions as appropriate to assist pupils in making progress.

**We will support pupils for whom English is an Additional Language through:**

- Valuing linguistic and cultural diversity
- Reflecting children’s experiences and skills within the curriculum and classroom environment
- Provision of resources/activities which reflect children’s personal experiences, languages heritage and culture e.g. role play, clothing and artefacts/fiction from a range of cultures.
- Opportunities to use their home languages

- Use of buddies, if possible sharing the same home language, to support children new to the school with early stages of EAL.
- Celebration of diversity e.g. environmental print, books, audio, stories read aloud which reflect the languages used by all the children in the class.
- Providing first hand, practical experiences
- Supporting understanding visually (e.g. use of ICT, interactive whiteboards, diagrams, maps, charts, illustrations, puppets, gesture )
- Recognising the importance of talk in developing reading and writing skills – the development of oral language is particularly important for bilingual learners.
- Provision of a range of opportunities for speaking and listening e.g. partner/small group/whole class discussion, drama and role play.
- Model expectation of task to pupils
- Key vocabulary reinforced e.g. word lists
- Language is modelled by teacher/pupils model writing in small groups/whole class.
- Range of activities which scaffold/support children's reading and writing e.g. writing frames, discussion about text to be read, support sheets, pictures cues
- Promoting collaborative tasks
- Differentiated materials that support children in understanding/participating in the lesson
- Identifying and responding to the different ways in which pupils learn – kinaesthetic, visual, aural.
- Use of bilingual dictionaries, resources such as online translators to support learning and language development.

### **The Role of EAL Coordinator:**

- To support children who speak English as an additional language (EAL) make progress through working with the Inclusion Leader to provide strategies
- To make clear through whole school policy and practice that the responsibility for EAL learners is shared with all staff.
- To ensure that the induction process for new pupils is supportive of the child, parents/carers and staff involved.
- To assess pupils' attainment where possible upon entry to ensure that each child has the best possible start in school
- To track achievement of pupils with EAL
- To monitor pupil mobility, by being prepared for children to enter and leave the school roll during the school year.
- To help provide an environment that reflects and celebrates the different cultures, religions and languages of the school.
- To help develop pupils' awareness and tolerance of others e.g. through assemblies.
- To develop materials and resources that are designed to support the needs of minority ethnic children
- To ensure that EMA & EAL pupils are recognised and supported accordingly by the class teacher and teaching assistants.
- Provide curriculum resources in a variety of languages, dual text, videos, books and tapes.
- Identifying and if appropriate lead EAL/EMA continuing professional development for staff
- To monitor progress of pupils by ethnicity through liaison with class teacher, Assessment Co-ordinator and to contribute to records of target children.

- To continue to develop and monitor assessment of EMA and EAL pupils in conjunction with Assessment Coordinator to ensure that procedures in place are effective and rigorous
- To help assess the needs of minority ethnic children, particularly those new to school; initial assessment data passed to class teacher.
- To maintain an overview of all EMA/EAL children, looking at achievement in SATs and yearly assessments; including ethnicity, gender and language.
- Track EMA pupils performance in core curriculum areas and in pupil's understanding and acquisition of English as an additional language
- Monitor pupil achievement regularly and where necessary put in place strategies to address the underachievement of particular groups, if required.
- To meet with the inclusion governor to advise of school procedures and practice
- To encourage parents to become more involved in the working of the school.

### **The Class teacher's role is to:**

- Recognise the importance of a learning environment that is academically stimulating for **all children** including those from ethnic minorities.
- Create a visually stimulating environment that gives each pupil access to the curriculum and encourages them to extend their vocabulary.
- Offer opportunities for pupils, in both speaking and writing, to move between languages within the classroom context e.g. same language talk partners (where possible) writing in home language etc.
- Enhance opportunities in all lessons for speaking and listening.
- Enable children to work at their own intellectual level, even where pupil's English is at relatively early stages
- Enable pupils to have the best possible chance to access learning through the use of ICT and interactive whiteboards
- Ensure their classroom organisation and practice provides appropriate teaching and learning contexts to support bilingual and ethnic minority children in each attaining group
- Provide the strategies needed to give curriculum access to bilingual and ethnic minority pupils to enable them to become independent learners
- Use the strategies provided to give EMA pupils the technical and extended vocabulary necessary to enable them to move in higher thinking levels and to develop independence as learners
- Use school resources to support a child's reading comprehension and understanding.
- Provide individual targets for pupils to work towards
- Take part in training related to EMA / EAL work
- Encourage children to learn and play using their home language as well as English
- Actively assess children's language development and acquisition with the support and guidance of the Inclusion Co-ordinator
- Carry out ongoing EAL assessment of pupils using assessment file and stages criteria with support from the Inclusion and Assessment Coordinator.
- To ensure that display areas in class and around school reflect other cultures represented at Foulds.

**To ensure that our policy is effective, as a school we must:**

- Monitor pupil achievement and behaviour, including attendance and exclusion, by ethnic group
- Develop the admissions programme to ensure that parents are aware of the school's expectations, teachers are prepared for their new arrivals, pupils are assessed quickly and needs acted upon where possible.
- Monitor progress of EAL/EMA children and implement strategies and interventions to support them if necessary
- Promote positive attitudes towards others and appropriately intervene when racial incidents occur (Refer to Single Equality Policy, Behaviour and Bullying Policy and PHSE Policy)
- Creating an ethos in which issues can be discussed openly by the whole school community including pupils and parents

**Monitoring**

This Policy will be reviewed every three years. The Headteacher, together with the Inclusion Leader, is responsible for the implementation and monitoring of this policy.