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Marlborough St Mary's CE Primary School

English as an Additional Language Policy

Together we believe, learn and achieve

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English as an Additional Language Policy

Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.

Curriculum Intent Statement

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.
In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.
Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

Rationale
All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupil achievement is linked to a welcoming environment in which they feel valued and confident. In order to raise pupil achievement and aspirations, we will strive to focus on promoting an ethos of equality, diversity and belonging/ cohesion of cultures to our learning environment.

1. Equality and Equity - To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

2. Diversity - To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion - To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Aims of Policy
This policy aims to raise awareness of the school's commitment to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language.

Broad Guidelines

- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching, support staff and pupils play a crucial role in modelling uses of language. EAL pupils need opportunities to practice them.
- A clear distinction should be made between EAL and Special Educational Needs.

Our 5 Stage Model for Language Acquisition

A.   New to English - A child may:
- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

B.   Early Acquisition - A child may;
- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Require ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

C.   Developing Competence - A child may:
- Develop oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of texts.
- Show written English that may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

D.   Competent
- A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language.
- They may still make grammatical errors and need support to develop their linguistic skills.

E.   Fluent
- A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment

- All EAL pupils are assessed in line with the school's assessment procedures within the first four weeks of their arrival to MSM and a new starter pack initial assessment is completed by the class teacher with support from EAL lead.
- Staff have the opportunity to discuss pupils' progress, needs and targets via pupil progress meetings and can come to the EAL lead for further guidance if targets need to be set for intervention for new students with an initial language assessment of A - C.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that are identified.
- Consideration and sensitivity is given to the appropriateness of assessing EAL pupils at the earlier stages of English acquisition.

All staff
All staff have the responsibility to ensure that:
- Pupils learning English as an additional language are entitled to the full National Curriculum and should be encouraged to play as full a part as possible in class activities from the start.
- All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
- Opportunities are provided for speaking and listening across the curriculum subjects. Pupils should have the opportunity to see and hear new language modelled and be given opportunities to practise using it through the use of interventions to build conversational skills and vocabulary.
- Additional visual support is provided, e.g. posters, pictures, photographs, vocabulary mats, dual language books, objects, demonstration and gestures.
- Additional translation support is provided, e.g. bi-lingual dictionary, iPad translation App, and visual resources with home-language translations.
- Scaffolding and differentiation is provided for language and learning, e.g. talk frames, writing frames.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives as appropriate
- Staff regularly observe, assess and record information about pupils developing use of language.
- When planning the curriculum, staff must plan considered opportunities that take into account the linguistic, cultural and religious backgrounds of pupils and use these to make a conscious effort to make the child feel a sense of belonging and acceptance of their culture in the classroom.
- EAL learners have the opportunity to work with pupils who offer good language models.
- EAL learners have the opportunity to work in their first language using bilingual TAs or translation apps.

Parental involvement

- MSM seeks background information on a child's previous education, language, likes hobbies and home life etc. (see DSCF New Arrivals Excellence Programme provided by the LA).
- The initial interview with parents may be supported by an interpreter if necessary.
- Parents are invited to take a full and active part in the life of the school by sharing their language and culture.
- Recognise and encourage the use of first language for developing positive links between school and home.
- Letters, school information and parents evening may also be supported by an interpreter and/or translation provision.
- MSM will celebrate and acknowledge the culture and achievements of EAL pupils in the wider community.
- Parents will be helped to understand how they can support their children at home, especially by continuing the development of their first language and supportive communication from school staff.

The role of the Class Teacher

- Teachers will ensure EAL pupils are referred to the EAL Leader and EAL support service of the authority.
- Teachers will ensure completion of new starter induction pack to help integrate the child into the class with support from EAL lead.
- Teachers will work with the EAL service and implement, wherever possible/suitable, their recommendations.
- Teachers will develop strategies to support English development.
- Teachers are responsible for planning tasks to ensure effective use of Bi-lingual Assistants when used.
- Teachers will review tasks and pupil progress with the Bilingual Assistant and monitor these arrangements at regular intervals.
- Where the EAL pupil is also a SEN pupil the general learning difficulties will be referred to in the My Support Plan.
- The English language needs of the EAL pupil may be addressed in a Support Plan
- Teachers will help to explain to parents the 'Translator' function on ClassDojo.

The Role of the EAL Leader

The EAL Leader will:

- Liaise with EMAS staff, outside agencies and parents when appropriate.
- Support staff in the teaching of EAL pupils and the completion of new starter induction packs to enable more information on home life and the child's past educational experiences is clear.
- Monitor EAL provision in the school.
- Oversee and organise Language and diversity events held in school to promote a rounded curriculum that includes education on various cultures and gives EAL students a chance to share more about their culture.
- Keep the SLT and Governors informed.

Special Educational Needs and Gifted and Talented Pupils
- We recognise that intelligence is not measured in the ability to speak English fluently.
- Most pupils needing EAL additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Resources
The curriculum will reflect and draw on pupil's linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences, resources will include:
- Dual language books in classrooms and library.
- Multi-lingual signs and posters around the school.
- Displays of languages.
- Language tapes and videos of stories, poems and songs.
- Dual-language ICT programmes or Apps.
- Language and vocabulary games.

Success Criteria for the policy
- Pupils feel confident and happy.
- Staff feel confident in supporting the needs of EAL pupils.
- Parents are happy with the Induction Procedure and are happy to approach the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.
- EAL children will have their progress tracked using guidance from the LA. Many EAL pupils will demonstrate accelerated progress as they become more competent in English.

Monitoring this policy
All staff are responsible for implementing the policy.
The EAL leader and Assessment Leader will analyse EAL data.
The EAL leader will report developments to the SLT and Governors.

Conclusion
This Policy reflects the ethos and vision of Marlborough St Mary's Primary School that all pupils are valued. Every endeavour is made to meet their needs in a safe and secure environment.

To be read in conjunction with all school documents and specifically:

Teaching and Learning Policy
Behaviour Policy
SEND Policy
Single equalities policy
Equality information and objective