



St Mary's Catholic Primary School

E.A.L. Policy

At St. Mary's Primary School we encourage and expect all our pupils to achieve the highest possible standards and to fulfil their potential. We aim to do this by treating each child as an individual, taking account of their life experiences and their particular needs. A number of our pupils have particular learning and assessment requirements which are linked to their progress in learning English as an additional language.

It is important that we remember that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and objectives.

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages, cultures and identities are represented and reflected in their classrooms and the wider school.

We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act.

Roles and responsibilities

All staff have a responsibility for supporting and encouraging children to become fluent English speakers.

The teacher responsible for EAL will

- co-ordinate the timetabling of groups and oversee the assessment and targeting of children for whom English is an additional language.
- encourage the use of appropriate resources in all areas of the school by all staff.
- support staff in communicating with parents and aiming to find translators where appropriate.
- investigate the possibility of providing translations of important information to be shared with customers.

The teaching assistants responsible for delivering EAL support will

- work with the children in Key stage one and alongside the foundation stage staff to assess children's language skills and to prioritise children that need extra English language input in small targeted groups.
- have responsibility for targeting any new arrival children in Key stage 2 that are having difficulty accessing the curriculum due to language difficulties.
- liaise with teachers of withdrawn children to target particular vocabulary and language skills that need extra practice.
- meet regularly with EAL coordinator to discuss the progress of children and resource needed.

All staff will develop spoken and written English by :

- Ensuring that vocabulary work covers the technical as well as the meaning of everyday words.
- Model speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensure a range of texts are used across different subjects that demonstrate the different ways English is used.
- Ensure that there are many opportunities for talking and that talking is used to support writing.
- Build 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 both children's ages and levels of learning. 7 Provide support through ICT, translators
- Using home or first language where appropriate and if possible.

Curriculum Access

All children in our school follow the curricular requirements of the Foundation stage and National Curriculum. Children with English as an additional language do not produce separate work but may have extra support linked to their class work if felt appropriate.

Teachers will liaise with the EAL lead to discuss the targeted language they feel needs to be addressed in the small withdrawn target groups.

The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers.

All members of staff have responsibility to support and encourage children to become fluent English speakers by

- Modelling good use of English by extending sentences and encouraging children to do the same.
- Encouraging children to speak clearly and audibly using more than single words where appropriate.
- Communicating to the pupils that children are expected to listen and respond when someone speaks to them.
- To strive to develop children's confidence in speaking English and to encourage patience and tolerance from children whose skills are more developed.
- To increase the use of community language signs, symbols and cultural references around the school building.
- To liaise with other schools in the borough to gain knowledge and see their good practice in action
- Develop a data base of the languages spoken in school so that we have reliable data as to the number of languages spoken in school.
- Make a list of staff that can offer to help with translation issues if staff members have difficulty explaining issues to children or parents.
- To develop a reliable system of tracking children's progress if in targeted withdrawal groups.
- The EAL lead will investigate the possibility of important letters being translated into home languages