



'BE THE BEST YOU CAN BE!'

EAL PROVISION & STRATEGIES Policy

Lead person responsible:
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Aim

This policy is designed to ensure that children for whom English is an additional language will not be disadvantaged within the school education system to reach their full potential because of a disadvantage of language. Specific support for the teaching and learning process will be provided within the framework of everyday classroom organisation and management.

At Roe Green, we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life of the 21st century.

Practice

At Roe Green we are committed to help and support children with EAL settle into our school comfortably, build their confidence in English and take a full active role in class. We have a designated EAL co-ordinator who will ensure children follow a carefully devised programme.

In the first instance, children will be supported in basic conversational English as required. Thereafter, second level acquisition skills will be supported to enable understanding of and access to the curriculum in its entirety.

Support will be provided largely through co-operative teaching whilst working in intervention groups which are not exclusively EAL children. This allows children to continue interaction with all peers, developing language both formally and informally whilst receiving support specific to his or her individual needs in the normal classroom situation.

The class teacher will consult with the EAL co-ordinator to identify needs and share in the planning process for class, group and/or individual programmes of study as appropriate.

This is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Using flexible and responsive teaching and learning styles
- Developing a close partnership with the whole community, particularly parents and carers.
- Equipping students with the skill, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential boundaries to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents

We secure inclusive education for our pupils by reviewing and evaluating our school practice by:

- Monitoring the achievement of different groups of pupils
- Reviewing provision for those pupils who are not achieving their potential

All policies within the school support inclusion and are reflected in school development planning.

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

The practice within school reflects our inclusive ethos to support learning, achievement and participation for all.

Appendix - English as an Additional Language (EAL)

New Arrivals Programme of Guidance & Strategies for staff

It is advisable to arrange an initial contact meeting with **Head teacher, School secretary or EAL coordinator**

Meet with parents, with an interpreter if necessary, and find out:

- What the child's first language is
- About language acquisition in first language
- Previous schooling or pre-school experience
- Any health issues any dietary requirements
- Child's religion
- Learn to pronounce and spell the child's name correctly
- All this information will be shared with the class teacher.

Preparing the class:

- Tell the class about the new child, preferably before she or he arrives in class
- Teach your class to say "Hello" using the child's language
- Make sure all relevant staff, including non-teaching staff, are aware of the child's needs
- Assign a buddy for break times to help the child adjust to routines.
- Introduce stories from other cultures. You can teach the children to answer the register and count to 10 in other languages
- Each class has a Bi-lingual talking dictionary. You can also provide a simple dictionary in first language if this is appropriate.

Placement

Group the pupil with strong English language peer models (buddies). Carefully consider physical placement so that the pupil has clear, direct access to all available classroom cues to meaning, e.g.: whiteboard, teacher, and peer actions. Towards (but not at) the front of the class, in the centre, is usually very supportive.

First few weeks

It is very helpful if, in the child's first few weeks at school the teacher:

- pair the child with a supportive peer 'class buddy', sharing the same first language, if possible. Choose a class buddy(ies) to look after the child. You may wish to choose different children in the following weeks
- ensures the child's name is pronounced/spelt correctly
- spends some time discussing school routines and procedures with parents
- positively introduces the child's home language in language awareness activities (greetings ,dual language classroom labels, etc)

- ensures that (older) literate pupils have an English/first language dictionary and a vocabulary notebook
- makes sure that the child can ask for and knows where the toilets are
- makes sure that the child understands the daily routine (make visual timetable using pictures and words).

Teaching and learning -Beginner EAL learners

- Provide lots of visual support: objects, pictures, non-verbal gestures, facial expressions, and peer actions.
- Provide verbal support with:
 - repetition
 - closed questioning, requiring yes/no/single word response
 - clear, jargon free instructions and explanations
 - language models
- Provide plenty of small group collaborative activities where talk and interaction are CENTRAL to the learning going on. The new arrival may initially take a passive role but she or he will be learning a lot whilst listening
- Provide lots of opportunities for the child to rehearse/practise new language items and to hear peer use of technical words before being asked to respond, e.g.: being positioned last in turn taking games
- Do not worry if she or he isn't offering any English; understanding comes before speaking and some pupils undergo a silent period. Insisting on an oral response might hinder progress. Provide the child with roles and responsibilities requiring little or no English, e.g. giving out equipment, non-verbal role-play, accompanying a fluent peer message taking
- Make sure that focused adult support takes place in group contexts so that the pupil is not isolated and has access to peer interaction (1:1 support with an adult is less helpful)
- Provide a wide variety of curriculum support materials: dual language with visual support. Check that worksheets and texts are clear and jargon free. Directed activities related to texts (DARTS) are excellent with key words emphasized and repeated language structures
- Provide plenty of experience of reading in meaningful contexts; an over-emphasis on phonic analysis and de-contextualised words will be unhelpful if the pupil does not understand the meaning. Reading schemes are also unhelpful when pictures are ambiguous, the text is thin and experiences/images are unfamiliar
- Provide lots of supported exposure to curriculum related reading/writing demands and opportunities to hear/practise technical language items before encountering them in the text; teacher/peer scribing supports the development of oral and written work
- Introduce culturally and linguistically familiar materials and topics, wherever possible, linking home/school, promoting confidence and self-esteem.

- Teachers can provide support through peer interaction, internet language support, dual language books, dictionary cross-referencing, etc.
- **Make sure you implement strategies to support EAL children and not SEN (see Assessment File)**

Checklist of strategies to support primary EAL learners

- Make sure the child is in a position to see and hear everything clearly
- Place the child next to a good role model
- Choose your words carefully and consistently
- Be aware of : -
 - the speed of your delivery
 - the clarity of speech
 - how to emphasise the key words
 - the quantity of language used
 - use single-step instructions
- Repeat important points and words
- Use clear script on board or on worksheets (enlarge if necessary)
- Refer back to previous similar activities or related learning
- Use real objects whenever possible and if not use pictures to support understanding
- Give time for practical work before written whenever possible
- Relate work to child's own experience
- Give child a way of responding alongside others. e.g. by pointing, matching, repeating, labelling etc.
- Differentiate task so that it is meaningful and child is able to succeed e.g:
 - cut and stick
 - annotated drawings
 - note taking in first language if appropriate
 - sequencing pictures to demonstrate understanding
 - keep text clear and simple
- Allow differentiation by outcome. e.g. let child demonstrate understanding by doing (You could keep a note or photo for recording purposes)
- Use adult to scribe or work in pairs or small groups with able child to scribe for a particular activity
- Give clear concise instructions for task accompanied by demonstration of how to carry it out
- Check that child understands what to do
- Give opportunities to talk through task with good role models (ideally before, during, and after)
- Develop resources to support understanding. (one thing added each month will soon build a stock that can help support all children)
- Give child the chance to practise what they have learned. e.g. by - explaining to another child or adult - playing a related game, - taking work home to share with family

- Use familiar ways and formats to present new concepts.

Suggestions for practical activities to support the primary curriculum

- use of a language functions/ structures to teach key topic structures/ vocabulary
- use of a CD player for listening activities (with a pictorial check sheet, also topic linked)
- sequencing, matching, labelling, cut and stick, tick sheets (e.g. True/Not True)
- simple book making with a partner or a small group
- puppets, figurines (with velcro or a piece of magnetic strip plus a suitable board) for opportunities to re-enact / interpret / extend stories (and therefore to practise language structures informally)
- use of games to support topic work/ extend speaking and listening skills
- grids, charts and surveys with picture symbols to clarify meanings
- there are a variety of EAL websites for pupils to use. Ensure ICT is used to support the language development
- make use of Google Translate as a means to instant translations in the classroom.

After a settling in period and discussions with the class teacher, the EAL coordinator will conduct assessments to find out how best to provide support for the pupil so that they can make effective progress in their learning alongside their peers.