



## Springfield Primary School

### EAL POLICY

Date agreed by Governors: July 2016

Date for renewal: Spring 2018

#### **Introduction**

EAL is the term used to refer to individuals whose first language is not English and whose use of the English language is in addition to their first language or mother tongue. (DfE) This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of our EAL pupils while helping them to achieve the highest possible standards.

It can be a frightening experience moving to another country and another culture so we work hard to make everyone feel welcome and valued in school. Many of our pupils can speak or understand another language when they come into school and some are new to English. We encourage these pupils to share aspects of their experiences with us all. Our EAL pupils infuse others in the school with an inquisitive nature about other cultures and languages.

#### **Aims**

Our aim is to ensure that we meet the full range of needs of those children who are learning English as an additional language. In order to:-

- Maintain pupils' self-esteem and confidence by welcoming and valuing the cultural, linguistic and educational experiences that EAL pupils bring to the School.
- Help all EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- Support EAL pupils' access to all areas of the curriculum.

#### **Strategies**

The following strategies are used to support the development of our EAL pupils within the following areas.

##### **Self esteem and confidence**

- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.

Parents of pupils with EAL are encouraged to become fully involved with the school and participate in PTA events which often celebrate the variety of cultures that are represented in the school.

### **Developing fluency in English**

- All new EAL arrivals are levelled with the English Language Profile Tracker and assessed half-termly to measure progress.

Provide a starter pack and encourage, where possible, a child or adult from the same culture assists in the pupil's initial integration into school. Meet early on with parents and regularly share school events and involve parents in school life

- Recognise that pupils with English as an additional language will need more time to process and answer questions; and allow them time to explore new concepts in their mother tongue in the first instance, where possible.
- Give newly arrived young children time to absorb English. Acknowledging that there is a recognised 'silent period' when children understand more English than they use; this will pass if their self-confidence is maintained.
- Group children to ensure that EAL pupils hear good models of English. Where necessary provide interventions which develop their conversational English. (eg. Talking Partners intervention)

### **Supporting pupil access to the curriculum**

- Pre-teach topic vocabulary across the curriculum. (Flip learning, in class, small group and where appropriate 1-1)
- Provide support and bilingual resources during assessments and when accessing the curriculum.
- Use collaborative learning techniques.
- Value use of mother tongue wherever possible.
- Provide bilingual texts where possible.
- Storytelling where possible introduced and reviewed in mother tongue.

A register of EAL Pupils and their levels on the language Profile is kept and updated regularly. Support and Interventions are recorded within the class and on the specialist language TA timetables. They are monitored through records kept by the professional leading the intervention and class teachers led by the Assistant Head Teacher and Key Stage Leaders.

This policy is monitored, reviewed and agreed annually with the Head Teacher and governors.