

ST ALOYSIUS' CATHOLIC JUNIOR SCHOOL

English as an Additional Language (EAL) Policy

OUR MISSION STATEMENT

Through Jesus, we learn, love and grow together.

INTRODUCTION

At St Aloysius' Catholic Junior School, our aim is for all children to achieve their full potential. Therefore we are committed to:

- meeting the needs of pupils for whom English is an additional language (EAL)
- raising standards of achievement for those pupils from minority ethnic groups who are at risk of under-achieving.

The term EAL is used when referring to pupils whose main language at home (mother tongue) is a language other than English. These pupils "are living in two languages". This ability should be seen as an asset. There is considerable evidence that bilingualism can develop intellectual capability. To ensure that EAL pupils (pupils with English as an additional language) reach their full potential we undertake to support their learning through use of a range of strategies, assessment and intervention.

ASSESSMENT & INTERVENTION

All pupils are tracked from year 3 to year 6 on a termly basis. Each term the head teacher, class teachers, teaching assistants and the **Inclusion lead** discuss the progress of each child. Children not making progress may be provided with group or individual support to enable each pupil to achieve. Changes to the practice of teaching and learning for the whole class will also be considered. Where an ethnic group has been found to be under-achieving the school will formulate an action plan to address the needs of the group. This may involve the use of outside agencies.

Assessment for Learning

Assessment for learning is used throughout the school to assess the learning of individual pupils day to day. The teachers and teaching assistants target support and clarify misconceptions. The assessment takes the form of: questioning, encouraging explanation by pupils, non-verbal responses to closed questions. Also working with talk partners, discussion of learning objectives and success criteria support the language development and understanding of all pupils.

Involving Parents & Carers in Assessment

St Aloysius' Catholic Junior School will:

- Make provision for involving parents/carers who do not speak English through use of interpreters: for Parents Evenings; meetings with Special Needs Subject Leader; parents' workshops etc.

- Provide opportunities for parents/carers and families to understand assessment information, pupil targets and the link between assessment and learning;
- Promote dialogue with parents/carers/families so their feedback on their children's learning can be shared.
- Provide guidance to parents/carers on how to maximise opportunities for learning.
- Provide workshops for parents, in core subjects, so they can confidently support their child's learning where appropriate.

STRATEGIES IN THE CLASSROOM

Speaking & Listening

We recognise the importance of speaking as a tool for processing concepts and developing confidence. Planning in English and Mathematics incorporates opportunities for talk time and discussion is an integral part of RE and foundation subjects. This may take the form of describing, explaining, justifying, evaluating, recounting or simply sharing personal responses. Speaking in pairs/groups is collaborative and interactive. Ideas are developed mutually and pupils are open to adjustments of point of view through active listening and speaking. **Support for speaking and listening will be provided through the use of modelling and sentence starters.**

Key Vocabulary

Teachers recognise the need for pupils to practise/use key vocabulary within sentences. Whilst EAL pupils use key words correctly they struggle with words that link – the words in between. Modelling and sentence starters will be very helpful for this.

Use of Visual Support

Frequently EAL pupils need visual support to access a topic. For example in introducing a discussion on Greek temples a child may have only a vague idea of what is being discussed without the visual image. Once provided with the visual support the pupil can concentrate on processing the language used in introducing the task. EAL pupils often need time to process language structures and vocabulary, which are not familiar to them. Using the interactive whiteboard, teachers provide images to support/speed up engagement in a topic.

Context

We recognise that EAL pupils need a context to support their learning. We provide a context for EAL pupils by making clear the relationship between prior knowledge and new learning. This "hook" from learning that has gone before engages memories of concepts and language, which enables them to build on new areas with more confidence.

EAL learners often need the context for language where monolingual pupils do not. For example the use of formal and informal language is not 'heard' by most EAL pupils. Most monolingual pupils have a passive awareness of the difference whereas EAL learners need repeated modelling, examples and speech to become familiar with different registers of language.

Use of role play/drama will create a context from which EAL learners can develop language skills.

Differentiation

Teachers take account of the needs of all pupils when planning. They have high expectations of all pupils and expect them to participate in all classroom activities/ tasks with the relevant support. EAL pupils may be supported through use of concrete or visual resources, differentiated work, word banks, ICT, peer or adult support. By monitoring progress in lessons carefully, teachers and other adults ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks. Teachers recognise that EAL pupils might need more time to process answers and complete work.

Use of First Language

We will encourage the use of first language particularly with learners new to English. This supports learning as:

- it can help some pupils access cognitively demanding tasks;
- the ability to use two languages supports pupils' academic achievement;

THE INCLUSION LEAD IS RESPONSIBLE FOR:

- managing interventions in particular one to one tuition & volunteers ;
- analysing competency of English and implementing a first language assessment if appropriate;
- providing training for Teaching Assistants when appropriate e.g. learners new to English
- providing resources for EAL pupils at an early stage of English;
- disseminating good practice through insets;
- keeping up to date with new research related to EAL and ethnic minority achievement;
- promoting celebration of the cultural diversity of the community through International Evening and Black History;
- promoting awareness of the experiences of refugees and the contribution made to society by this group.

MINORITY ETHNIC PUPILS

There is evidence that Black other and Black Caribbean pupils are still under-achieving nationally. St Aloysius Junior is committed to raising the achievement of pupils from these ethnic groups. In the report *Managing Support for the Attainment of Pupils from Minority Ethnic Groups* (Ofsted 2001) examined ways in which some schools have been successful in raising the achievement of these pupils. We have taken on these principles:

- A strong emphasis on equal opportunities
- Listening to pupils and parents and trying to see things from their point of view
- Creating links with the local community
- Trying to work with the whole child
- Clear procedures for responding to racist bullying
- Working on strategies for preventing exclusion
- Having high expectations of both teachers and pupils, with clear systems for targeting, tracking and monitoring the progress of individual pupils
- Monitoring pupils' achievements to ascertain whether all groups are achieving equally, specifically to identify unexpected shortcomings in provision and to target areas for attention.
- Taking steps to raising self esteem or confidence of minority ethnic groups
- Increasing the participation of parents/carers
- Positive behaviour management strategies

- School social events aimed at pulling together the different life experiences of groups within the community
- Involving our ethnically diverse governing body, and other members of our school community, in assemblies and other aspects of school life.

REFUGEE PUPILS

Our school has a number of pupils who are termed Refugees the majority of these pupils have been born in the UK but in terms of data they are known as refugees. This includes pupils whose country of origin is: Sudan, Congo, Eritrea, Ethiopia, Kosovo, Albania, Colombia, Bolivia and Sierra Leone. Many of the parents have experienced extreme hardship in their country of origin and as a result have had to overcome the loss of home and family.

We recognise the need for a supportive, sensitive approach to parents and undertake to be proactive in involving them positively in our school life. This can take the form of phone calls home to inform them of successes their child has achieved; participation in Refugee Week or International Evening and also day to day interaction at the school gate.

Ways of Supporting the Achievement of Refugee Pupils

Ensuring that parents:

- Are fully informed about the schools aims, purposes and curriculum (translation/interpreting services will need to be used for many bilingual parents)
- Know how they can support their children's learning
- Are encouraged to be involved in school life.

We recognise the importance of the following:

- Fully involving parents in decisions affecting their children, giving them the security that any concerns they have will be listened to and acted on.
- Providing a range of extra-curricular activities, including homework clubs.
- Promoting high rates of attendance and ensuring parents are aware of the potentially adverse consequences of extended school leave in term time.
- Promoting pupil participation in school and community matters e.g. schools council
- Implementing a curriculum, which fosters self-respect among minority ethnic pupils by using subject content to promote an understanding of cultural, religious and linguistic diversity.
- Ensuring that the curriculum reflects the experience, contribution and achievements from the school's different communities and include issues such as human rights.
- Ensuring that the good intentions of the school's Equal Opportunities Policy are translated into good practice and monitored systematically.
- Having a clear, understood and consistently applied and monitored procedure for dealing with incidents of racial harassment and bullying.
- Ensuring regular training for staff in issues relating to the needs of the school's pupil population.
- Providing an effective induction programme for newly arrived pupils.

St Aloysius' Catholic Junior School Induction Procedure

A pupil new to English will be supported in their new environment through:

- regular interaction with a bilingual speaker e.g. a teaching assistant, where possible;
- a tour around the school with an adult;
- a picture map of the school, labelled with key words helping the child feel orientated;
- a buddy system where pupils in the class take turns to ensure the child has someone to play with and support them emotionally;
- regular meetings with the parents, the bilingual TA and the Class Teacher;
- resources (including dual language) that will support their learning.

MONITORING THE POLICY

The Head Teacher and Senior Leadership Team will monitor the policy by regular reviews and observations.

The Head Teacher must publicise the policy and bring it to the attention of pupils, parents and staff at least once a year.

This policy was updated by Miss Tracey Shevlin, the Inclusion Lead.

This policy was agreed on 5th May 2016

Review and update by Summer 2020

Signed.....

Chair of SEN and Curriculum Committee