

EAL POLICY

To enable every individual regardless of ability to achieve their full potential, to prepare for future life and to become lifelong learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

Our motto is - **It's fun to learn**

The values that underpin this vision can be set out under the following headings.

To Develop An Understanding Of Self

Each child should

- Develop an appreciation and awareness of self
- Become independent learners and thinkers
- Achieve their fullest potential regardless of their ability and gender
- Have high personal expectations of work and behaviour
- Have a positive attitude towards their own learning
- Show a healthy attitude to living an active life through sport and other recreational activities

To Develop An Understanding Of Relationships

- Each child should
- Care for others and oneself
- Show mutual respect and tolerance for spiritual and cultural diversity
- Understand the importance of learning together, and working together as a team

To Develop An Understanding of Society

Each child should endeavour to become

- Good citizens
- Effective and constructive members of the community
- Able to appreciate and celebrate their own and others success
- Valuable members of the school community

To Develop An Understanding of the Environment

Each child should

- Take an active role in caring for the learning environment
- Be safe and cared for in a stimulating learning environment
- Appreciate and respect the environment of the school

Through exposure to a wide range of teaching and learning experiences, pupils will achieve their full potential as independent, THINKING learners. Relevant, enjoyable and enriching activities will develop their thirst for life-long learning.

As a school our belief is that every child deserves to succeed regardless of his or her ability.

At Oldfield School, we believe that all children should and will achieve to the best of their potential regardless of their gender, race, religion, disability, age, socio-economic background, home language or ability. For pupils, who are learning English as an Additional Language, this includes recognising and valuing the diverse linguistic and cultural backgrounds of all of our school community.

As a school, we value multilingualism as an important part of children's overall cognitive development.

AIMS of the EAL Policy

This policy aims to raise awareness of and to support planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of our pupils who have English as an Additional Language (EAL) and as a result raise pupil achievements and aspirations.

1. Equality – We want to be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
2. Diversity – We want to meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
3. Cohesion – We want to provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate fully.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible
- To assist and support all EAL pupils in their acquisition of English language skills
- To support staff to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities
- To develop rigorous monitoring, evaluating and review systems

Planning, Monitoring and Evaluation

At Oldfield School we want to do all we can to support our children for whom English is an Additional Language.

We know that language is central to our identity. This is why it is imperative that the home language of all pupils and staff is recognised and valued. Pupils are encouraged to maintain their home language. Language develops best when used in purposeful contexts across the curriculum. Our teaching and support staff play a crucial role in modelling uses of language. The knowledge and skills developed in the first language will aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs. As a school, we have recognised this by having different people as leaders for SEN and EAL.

Quality First Teaching (QFT) is core to supporting all pupils, including our EAL pupils, within the main classroom setting. Learning specific vocabulary for each subject is part of our school culture. When subject specific vocabulary is initially taught, children will be encouraged to rehearse and use this vocabulary within the lesson. A range of classroom strategies can be applied to scaffold and support the use of English language, these can include: word banks, classroom displays, dual-coded labels, knowledge organisers and talk-partners.

For older learners, who are new to English Language, we may use technology to translate class texts into their first language. This enables pupils to access the learning alongside their peers and whilst they develop their understanding of the English language and subject specific vocabulary.

When teachers meet with an SLT member to review whole class pupils progress, they will review the progress of every pupil, including pupils with EAL. Using tools within our termly assessments, we can identify specific learning gaps and as with all pupils, targeted support can be put in place.

To further support our children who, have English as an Additional Language, we buy in the services of a Specialist Advisory Teacher (EAL) who comes into school for 90 hours each academic year, or 3 hours a week, to support individual and small groups of children with EAL needs throughout the school.

Our Specialist Advisory Teacher, works in collaboration with the EAL Leader and class teachers to assess, support and teach our children for whom English is an Additional Language, focusing on their area of highest need.

Each year, the EAL Leader creates an updated register of EAL children by asking staff to complete the Department of Education school census: Proficiency in English Scale for all children across the school identified with English as an Additional Language. The Proficiency in English scale is divided into 5 Codes: -

Proficiency in English Scale

A New to English

B Early Acquisition

C Developing Competence

D Competent

E Fluent

N Not yet assessed

From this, a list of the target children are identified. The children with codes A to C are those deemed to have the highest need and parental permission is sought for individual and group sessions to begin.

Each term the children are reassessed by the Support Advisory Teacher in conjunction with the class teacher and future targets are set.

As part of supporting our children with English as an Additional Language, our specialist Advisory Teacher is available for parents to speak with during Parent Consultation Evenings, in the Autumn and Spring terms and in the Summer Term, a short individual report is written for all the children who have been seen by the Specialist Advisory Teacher.

New EAL children, who join us in EYFS, are assessed during the first term in school. Any new arrivals to the school are assessed in the same way, within the first weeks of joining Oldfield School.

Our Specialist Advisory Teachers follow The Bell Foundation EAL Assessment Framework for Schools. Please see the EAL Folder for examples of this and more detailed information about the Proficiency in English Scales.

Role and Responsibility of the EAL Leader

- Monitor standards of teaching and learning of EAL pupils
- Liaise with class teachers to identify and support EAL pupils
- Annually review and update the register of children on the EAL proficiency scale and their level of proficiency and need
- Manage resource materials and equipment to ensure that EAL children are supported
- Work with class teachers to ensure effective and appropriate support across the school
- Consult with external agencies
- Monitor the relevant school data for improvement purposes

Monitoring and Review

This policy underpins all other policy documents and is subject to regular review.

We will monitor the effectiveness of our policy by regularly reviewing our progress on the wider social and personal issues involved and to ensure that it does not disadvantage particular sections of our community.

Staff member responsible for the EAL policy: Emma Smith