



St. Anne's Catholic Primary School

EAL Policy

Our School Mission Statement:

Each one of us is unique
Each one of us is special
Because we are created by God's love.
May God's love shine on our lives
As we care and share and learn together.



St Anne's Catholic Primary School

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St Anne's Catholic Primary School English as an Additional Language (EAL) Policy

INTRODUCTION

Catholic Mission Statement

The School Mission underpins all aspects of the EAL policy.

Saint Anne's School Mission Statement

Each one of us is unique

Each one of us is special

Because we are created by God's love

May God's love shine on our lives as we

CARE and SHARE and LEARN together.

We value the individuality of all our children and are committed to giving all of them every opportunity to reach their potential. Through providing this firm foundation of a Catholic Ethos, based on the teachings of the Catholic Church, we seek to lead our children to a living and active faith. This will help them all to acquire skills and knowledge enabling them to participate fully and confidently in all aspects of school and community life.

English as an Additional Language

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL).

EAL Policy Aims

At St Anne's Catholic Primary School we celebrate culture and linguistic diversity and this is underpinned by our inclusive mission statement.

It is our duty to spark the passion for learning English. To immerse our pupils into an engaging, English enriched environment throughout the curriculum; to inspire our pupil's to be all they can be.

We will:

- ✓ set an expectation that schools will reflect the linguistic and cultural characters of their communities
- ✓ We will celebrate the culture and linguistic diversity in our school through our teaching and learning.
- ✓ We will create and maintain a welcoming and supportive whole-school ethos of respect that is clear, explicit, articulated and shared so pupils make the best possible start to their life.
- ✓ We will ensure in our school each child progresses to be an effective learner.
- ✓ We will have high expectations of success.
- ✓ We will ensure children progress from newly arrived limited English to fluency in the shortest possible time.
- ✓ We will set challenging targets for each learner and monitor progress against expectations continuously throughout the child's schooling.

- ✓ We will set an expectation that an 'ambitious curriculum' for bilingual learners accurately reflects their cognitive and academic potential.

Role and responsibilities

All staff are responsible for planning for, teaching and assessing bilingual learners.

EAL coordinator:

- ✓ Manage resource materials and equipment to ensure sufficiency and adequacy.
- ✓ Liaise with class teachers to identify and support bilingual pupils.
- ✓ Monitor progress of bilingual pupils.
- ✓ Run EAL ambassador half termly meetings.
- ✓ Monitor impact of Interventions.
- ✓ Identify SEN and G&T bilingual pupils.
- ✓ Monitor standards of teaching and learning of bilingual pupils.
- ✓ Analysis of relevant data for improvement purposes.
- ✓ Consult with external agencies.
- ✓ Contribute to the school improvement plan in the areas of responsibility to identify development points and arrange for improved provision.
- ✓ Work with the Inclusion Team to ensure effective and appropriate support ✓ is being given throughout the school.

Intent

For all of our bilingual children to be performing alongside peers for whom English is not an additional language by the time they reach year 6. However, English is a complex language that our children need to learn quickly in order to diminish their language barrier and become an independent learner. Our children need to be taught, and modelled too, of how to use their environments to succeed, not just academically but for personal development as well. We need to immerse our children into English enriched environments where their linguistic skills can flourish.

Implementation

Induction

- ✓ Support for the child and the family, identifying their needs and celebrates their home language and culture.
- ✓ Children will have a tour of the school,

- ✓ An initial assessment of reading, writing, maths and survival language will take place to baseline them.
- ✓ Children who are new to English will be paired up with the class buddies that are the best possible role model in terms of language and behaviour.
- ✓ Whole school approach
- ✓ All classes will celebrate cultural diversity through the curriculum and themed days.
- ✓ All classes participate in weekly MFL lessons, character curriculum and culture capital tasks and events.
- ✓ A customised curriculum through the Learning Village to provide additional support in learning key vocabulary, sentence structures and topical concepts.
- ✓ Adapted planning and resources, across the curriculum, to support and scaffold our children so they can develop their English skills and take ownership of their own learning journey.
- ✓ Bilingual resources; dictionaries, on-line support, bilingual staff/pupils, texts and key word lists.
- ✓ Opportunities for play and learning of survival language
- ✓ When and where possible, we provide enhanced opportunities for speaking and listening, as well as role play and personal real-life experiences. This is often through the EAL ambassador club.
- ✓ All staff to be effective role models of speaking and supporting children with their pronunciation, words choices and sentence structures.
- ✓ All staff to promote positive behaviour and attitudes to all cultures, as well as embracing British Values and child's rights. ✓

Buddy system.

- ✓ Personalisation of Learning to Meet an Individual Pupil's Needs
- ✓ EAL teaching at St-Anne's Primary School focuses on the individual needs and abilities of the pupil.
- ✓ Adapted planning is put into place to support the bilingual children in their English and Maths target groups. In English the children work on the same topic and unit, but the tasks are either extended or simplified to meet their specific needs. In Maths the planning is adapted and scaffolded according to the children's previous education and knowledge, also vocabulary and sentence structure mats.

Beginners:

- TAs take groups of bilingual children for survival language interventions.
- TAs take bilingual children in small groups or one to one to focus on phonics and reading.

Intermediate:

- CTs and TAs further develop the vocabulary and demonstrate to the children how to speak in simple sentences.
- TAs take bilingual children in small groups or one to one to continue to focus on phonics to enable the children to record their work.

Advanced:

- Support continues in the classroom by adapted planning and EAL coordinator's guidance.

Bilingual learners with SEND:

- We know, understand and recognise that intelligence is not and should not be measured on the ability to speak English fluently, but on the skills children can demonstrate.
- Where SEND is identified the bilingual children should have equal access to the school's SEND provision.

Impact

- ✓ The EAL coordinator and class teachers track the children's progress through internal data monitoring.
- ✓ The EAL coordinator closely monitors bilingual pupils' progress and attainment in line with the school's Assessment Policy.
- ✓ Progress through Learning Village will be closely monitored.
- ✓ Progress with social skills will be closely monitored through observation.

Parent Partnership

Our school recognises the key importance of the partnership with, parents and carers.

We aim to:

- ✓ Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- ✓ Take into account parents'/carers knowledge, views and attitudes.
- ✓ Consult with and involve parents/carers at all stages of their child's learning journey.
- ✓ Provide parents/carers with information on school policies, support and services provided by the school and the LA.
- ✓ Support parents/carers with home activities designed to reinforce work in school.
- ✓ Enlist the help of parents/carers to support in school.
- ✓ Hold workshops for parents/carers to support and to share their culture.
- ✓ At St-Anne's Catholic Primary School we are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion.
- ✓ The impact of this policy will be monitored to ensure that no group is adversely affected.