

**Grand Avenue Primary and Nursery School**

**EAL and Bi-lingual Policy**

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**Updated and agreed - Summer 2020**

**To be reviewed - Summer 2023**

## Introductory statement

Grand Avenue Primary and Nursery School is a community school with a diverse intake of pupils that bring to school a wealth of differing experiences. We recognise each pupil's right to share their experiences and respect and value the contribution that each child makes to the life of our school. We therefore wish to respond positively to the rich diversity of cultures in our school.

Grand Avenue Primary and Nursery School recognises that there will be a percentage of children for whom English is an Additional Language (EAL) in every class, all at differing stages in their acquisition of the English language. At Grand Avenue Primary and Nursery School we ensure children with EAL are supported through a differentiated curriculum that meets the needs of each individual. We employ appropriate classroom strategies to help with the language development of all children. We are committed to equipping all children with the language skills needed for life in the wider community.

## Aims

- To provide full and equal access to the National Curriculum for all pupils.
- To ensure every child achieves their potential across the full range of educational and social opportunities offered in school.
- To provide a positive, stimulating and safe environment, which enables EAL pupils to be equipped with the knowledge, skills and understanding needed to participate fully in all aspects of British life whilst maintaining their own cultural identity.
- To instill pride within children regarding their home language and cultural identity whilst providing them with an understanding of the importance of a diverse society.

## School approach

The school is committed to developing ways to improve access to school information for EAL families, including:

- Key information within letters given in **bold**
- Multi-lingual signs around school buildings
- The use of interpreters
- Jargon free letters and messages
- Telephone conversations held where possible
- Open door policy
- Information on how to navigate the school website

The school is committed to following good practice in supporting pupils with EAL in acquiring English language skills. The school approach includes advice from The Bell Foundation regarding intervention and withdrawal of EAL pupils from lessons. EAL pupils acquire English faster and quicker when amongst other pupils in a mainstream setting. EAL pupils will be taught, in the main, alongside their peers with differentiated learning and support planned by the class teacher. Withdrawal from class will be carefully considered, with a specific focus and will be time bound. (6 weeks at the most)

## **Roles and Responsibilities**

### **Role of the EAL co-ordinator**

#### **To**

- order, organise and monitor EAL resources
- create, review and monitor the policy for EAL and bi-lingual pupils
- review use of resources using feedback from class teachers
- monitor planning documents to ensure differentiated activities for bilingual pupils are evidenced
- keep up to date with current developments and initiatives.
- attend relevant training and network meetings, keeping up to date with local and national agendas
- liaise with outside agencies as appropriate
- keep school Governors informed regarding aspects of EAL provision
- ensure that staff and governors receive relevant training
- ensure that admission procedures are in place to identify children for whom EAL
- maintain an up-to-date statistical register of the school's EAL pupils and their stages of competence.
- ensure that all EAL pupils new to the school are given a coherent program of induction and an extensive evaluation to determine their level of English acquisition as well as to organise regular assessments, monitoring and review.
- liaise with all staff to ensure all appropriate provisions are in place for EAL pupils.
- be available to assist class teachers and TAs in the planning stage of provision, in the development of modifying resources and in the setting of targets for EAL children.

### **Role of the Governing Body**

#### **To**

- become familiar with the key issues surrounding the education of EAL and bi-lingual children
- support the implementation of the policy and evaluate its success through visits to school
- ensure funding to support the policy is considered during the budget setting process
- observe EAL pupils working in school and feedback to SLT

### **Role of teachers**

#### **To**

- enable EAL pupils to achieve at the same level as their peers in all areas of the curriculum by planning appropriate differentiation
- deploy support staff as appropriate
- indicate in all planning documents strategies for supporting EAL children.
- select resources which reflect the cultural, educational and linguistic experience of all pupils.

- monitor, assess and maintain ongoing records of EAL pupils' progress in acquiring English, in accordance with EAL proficiency codes and update this termly on the school SIMS system.
- ensure classroom displays and reflect the diversity of the school's culture and provide opportunities for children to record work in their home language in this is appropriate.

## **Assessment**

A child is placed on the EAL register if parents state on the admission form or subsequent data collection sheets that a language other than, or in addition to English, is spoken at home. This information is entered into the SIMS administrative system. In some cases and for a variety of reasons, this information may not be disclosed.

All children, including those on the EAL register, are regularly assessed in English. In the Foundation Stage, assessments are based on the Foundation Stage Profile. In KS1 and KS2 the National Curriculum for Speaking and Listening, Reading and Writing is used as a basis for assessment, with progress recorded and tracked using the school's adopted assessment system Symphony.

Where deemed appropriate children may be assessed in their home language or translations may be used for other subjects where proficiency in English is not being judged, for example in Science or Mathematics.

For children for whom English is additional language the school has adopted the Hounslow 'Assessing Proficiency in English' document to assess and make judgements on a child's proficiency in English. This document is used to inform planning and next steps. The class teacher records their assessment on Sims and the data is monitored by the EAL co-ordinator.

## **Resources available**

- dual language books
- Multi-language posters and display charts
- An EAL-friendly 'Induction Pack'
- Bi-lingual dictionaries
- EAL grammar games and PowerPoint presentations
- SEN room resources for grammar, punctuation and spelling.
- EAL TA's have own collection of teaching resources
- School Network has many alphabet, spelling and vocabulary games.

### **Links to other documents**

This policy needs to be read in conjunction with other school documents including, Equality objectives, English Policy and Assessment policy.

### **Equal opportunities**

Grand Avenue Primary and Nursery School is committed to Equal Opportunities for all. We firmly believe that every child has the right to achieve his or her full potential, regardless of their gender, race, culture, language, physical ability, special educational needs or socio-economic background.

**Advice for staff - BI LINGUAL PUPILS IN THE CLASSROOM**

Our bilingual pupils will be at differing stages in their acquisition of the English language. However, even from the earliest stages they are all entitled to full access to the National Curriculum. Although the amount of support required to achieve this access will vary according to each pupil, there are strategies which are helpful in meeting the needs of all pupils. These strategies are found in all good Primary practice, but some may be highlighted, when considering the needs of the bilingual pupils.

The following strategies may be incorporated into classroom practice;

- Establishing clear daily routines, which provide a sense of stability and regularity. As far as possible, using the same phrases, when carrying out these routines.
- Building confidence and self worth through praise and encouragement.
- Encouraging and valuing all contributions made by bilingual pupils, especially those of a religious or cultural nature, which will enrich the experience of all pupils.
- Grouping children appropriately – bilingual pupils will always be placed with children who will provide a good linguistic role model.
- Differentiating classroom expectations, thereby providing tasks which will be achievable but challenging for bilingual pupils.
- Paying particular attention to the structure and content of teacher presentations made to the whole class eg
  - ✓ Using clear concise speech at a moderate pace and for short periods of time
  - ✓ Using visual aids, tapes and artifacts where possible
  - ✓ Providing written key notes and vocabulary
  - ✓ Asking questions, the answers to which will help in developing linguistic skills
  - ✓ Encouraging children to ask questions to ensure understanding.
  - ✓ Asking children to tell you what they heard in their own words. (for some children undertaken in small groups or individually)
  - ✓ Using wall charts for information and vocabulary, relevant to current work.
  - ✓ Encouraging groups of children who share a common language to discuss together

**Advice for staff - The needs of a new pupil who has very limited English**  
**Language skills**

Strategies already stated above apply to new learners of English. We are aware of the additional needs for a child with very limited knowledge of English.

The following statements are given in recognition of these needs

All staff need to be aware of the background of the child, noting the following

- Special Needs
- Religious Observances
- Any possible causes of trauma eg refugee status

Class teachers need to

- Be aware of any previous schooling
- Prepare the other members of the class for the new arrival
- Organise a 'buddy' to guide the child through the day, for as long as is necessary
- Teach and reinforce survival language and associated routines
- Include the new pupil in as much as possible of the classroom activities
- Provide basic English activities which may be completed at times when it is not possible for child to carry out classroom tasks
- Be aware of the stress experienced by the new learner
- Be aware that as part of their language acquisition the child may pass through a passive reflective phase, known as the 'silent' period.
- Be aware that if the pupil appears inattentive that they may have reached saturation point as far as operating in English is concerned.
- Be aware that aural skills are in advance of oral skills.
- Set realistic goals.
- Encourage and reassure whenever possible.
- Remember that beginners will need support in school language eg Mufti day.