



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Head Teacher: Ms K Barry

L A L E H A M L E A S C H O O L & N U R S E R Y

English as an Additional Language Policy

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

Person responsible for this policy:

Karen Barry
Head teacher



Policy Framework

1. The school mission statement.
2. Statement of aims.
3. Context of the school.
4. Key principles for additional language acquisition.
5. Teaching and Learning.
6. Strategies.
7. Planning, Monitoring and Evaluation.
8. Learning difficulties &/or disabilities, Special Educational Needs and Gifted and Talented pupils.
9. Assessment and Record Keeping.
10. Resources
11. Parents/Carers and the wider community.
12. Staff development and whole staff responsibility
13. Review and Evaluation of Policy.



Laleham Lea School is a Roman Catholic Independent School with a strong ecumenical tradition, respecting the faiths and cultures of all members of our community.

1.Mission Statement

Recognising that Christian values are central to the life of the school, we at Laleham Lea aim to create a loving, welcoming safe environment in which our children may grow intellectually, socially and emotionally;

an environment in which their talents are recognised and fostered and their differences treated with compassion;

an environment which provides quality teaching and learning within a balanced curriculum framework and which helps every child to reach their true potential.

Together with parents, who are the first educators, we aim to lead our children towards tolerance, understanding and sensitivity to the needs of others so that they may grow up as well balanced individuals with a strong sense of personal identity and an awareness of God's love."

2. Statement of aims.

The aims of this policy document are the same as those outlined in the Laleham Lea School Curriculum document and the mission statement. These aims apply to every child in our care regardless of ability, race, ethnicity, religion, linguistic or cultural background. The following document outlines how to facilitate learning and provide an equal opportunity, if a child comes to us with English as an Additional Language.



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3. Context of the school.

Laleham Lea School is an independent Roman Catholic day school for approximately 130 children aged 3 - 11. Currently no pupils at Laleham Lea have EAL. Some children also learn a different language at home; they are all fluent in English and English is their main language and do not need individual EAL support lessons.

However, the nature of the bilingual and EAL population of the school is transient and the data above may change term by term. An up to date register of EAL pupils and the languages spoken is kept in our SEN records.

4. Key principles for additional language acquisition

In order to meet the aims of the Laleham Lea School as set out in the Curriculum policy the following key principles for additional language acquisition should be followed:

Anxiety levels of newly arrived EAL pupils need to be kept low and expectations kept high.

Pupils need to feel secure, valued and understood. EAL pupils need to know that their first language is valued. Language develops best when used in purposeful contexts across the curriculum.

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Teachers have a crucial role in modelling uses of language.

The use of additional support time is best seen as an integral part of curriculum and lesson planning.

All pupils have entitlement to the curriculum as stated in the Laleham Lea School Curriculum policy document.

A distinction is made between EAL and LD&D/Special Educational Needs.

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge, experiences and skills.

Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

5. Teaching and Learning.

Planning and differentiation:

The school will provide a system for staff to share planning with

the EAL/SEN support teacher. Plans will identify the demands of the curriculum and provide differentiated opportunities matched to the needs of each individual EAL pupil.

Key language features, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar or uses of language or forms of text. Lessons have clear learning objectives and appropriate support, differentiation and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English Language peer models.

6. Strategies.

Teaching staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Writing frames, directed activities related to texts
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and extra curricular activities, playtime, performing arts etc.

7. Planning, Monitoring and Evaluation.

Information is gathered about:

The pupils' linguistic background and competence in other languages.

The pupils' previous educational and schooling experience.

The pupils' family and biographical background.

The pupils' level of English is identified initially through Laleham Lea School entrance induction/assessment and teacher observation. Staff regularly observe, assess and record information about pupils' developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Planning for EAL learners will be most effective when:

- it is part of the whole school and the whole class approach and is embedded in the usual planning format;
- it takes account of the language demands of the curriculum – both subject-specific vocabulary and the appropriate language forms associated with the content;
- contexts for learning are relevant, motivating and culturally inclusive;
- it provides opportunities for speaking and listening, collaborative work and other strategies for language development;
- the role of additional supporting adults is clearly indicated, and they are involved in the planning process or have plans shared with them at the earliest opportunity;
- consideration is given to the language demands of the task, how the children are grouped, use of first language for learning and how both language learning and language use will be assessed.

8. Learning Difficulties &/or Disabilities, Special Educational Needs and Gifted and Talented Pupils.

The school recognises that most EAL pupils needing additional support do not have LD&D/SEN needs. However, should LD&D/SEN needs be identified during assessment, EAL pupils will have equal access to school LD&D/SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

9. Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets.

The school will ensure that all EAL pupils have access to assessments, making full use of special arrangements including first language assessment/support where available and appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified. The school analyses EAL pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Conditions for assessment:

- classroom ethos that recognises and values all educational achievement;
- clarity about the objectives and focus of the assessment among adults and children;
- assessment opportunities that take account of cultural, ethnic and linguistic factors;
- assessment tasks that are embedded in supportive and meaningful contexts to enable learners to show what they can do;
- opportunities for self- and peer assessment;
- if possible the children's full language repertoire (first and additional language) used by adults and children to enable children to show their knowledge and understanding across the curriculum;
- children supported to reflect on how they learn and how they can improve as learners.

10. Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts, which are appropriate for all pupils.

Resources are kept in the School library to support EAL teaching and there are also ICT resources accessible to all teachers and pupils.

11. Parents/Carers and the Wider Community



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We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. Nevertheless, Laleham Lea is an inclusive Catholic school and pupils, parents and staff are expected to respect and tolerate all linguistic, cultural and religious backgrounds whilst being participant in the Catholic ethos of the school.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

12. Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co ordinated.

13. Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

Date: June 2019

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This policy will be reviewed September 2021