

# St. Monica's Catholic Primary School EAL Policy



‘Let Trust, Respect and Love live here.’



## **ST. MONICA'S CATHOLIC PRIMARY SCHOOL**

### **Ethnic Minority Achievement Policy (Including English as an Additional Language – EAL)**

#### **Philosophy**

Every child is a unique gift from God, with his or her own unique gifts.

At St. Monica's, we strive to ensure that all children are offered the opportunity and challenged to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

#### **Definition**

We at St Monica's value the linguistic experiences that children bring with them. Pupils with EAL often live in a home where they are exposed to more than one language (Spoken, heard or written). We understand that in some cases pupils will have English as the dominant language but are able to negotiate different language systems due to the exposure of other languages. Pupils who are considered multilingual may have varying degrees of competency and fluency in their home languages and English.

#### **1 Introduction**

At St Monica's we are committed to providing the best education for all our pupils. We strongly believe that all pupils need to feel safe, accepted and valued in order to learn and incorporate this into our school ethos. Pupils who are learning English as an additional language, this includes recognising and valuing their home languages and cultural background. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

#### **2 Aims and objectives**

**2.1** To welcome and value the cultural, linguistic and educational experiences that BME pupils including those with EAL bring to the school.

**2.2** To implement school wide strategies to ensure that BME/ EAL pupils are supported to access the curriculum across all areas.

**2.3** To support EAL pupils to gain confidence and fluency in English in order to fulfil their academic potential.

**2.4** To be able to assess the needs of BME/ EAL pupils and give appropriate provision throughout the school.

**2.5** To monitor pupils progress systematically and analyse and use data critically to inform decisions on classroom management and curriculum planning.

**2.6** The aim of this policy is therefore to help ensure that we meet all the needs of those children who are BME/ EAL. This is in line with the requirements of the Equalities Act (2010).

### **3 Teaching and learning style**

**3.1** St Monica's provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual BME/ EAL pupils' needs.

**3.2** Staff will monitor children's progress and where having English as an additional language affects their progress a EAL support plan will be put in place.

**3.3** Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that BME/ EAL learners have access to strong English language peer models.

**3.4** Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and learning
- Effective role models of speaking, reading and writing
- Additional visual support – posters, pictures, working walls
- Bilingual resources – dictionaries, key words list, bilingual staff/pupils/parents
- Pre-teaching of key vocabulary
- Writing frames
- 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
- Learning progresses, where possible, from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

### **4 Assessment for learning**

**4.1** Our school uses the NASSEA assessments to measure and track the English language competence of EAL children whose learning is affected by having English as an additional language. Progress is monitored and assessments are completed termly and reviewed throughout the year by teachers. EAL targets are then set for those who need them to ensure sufficient language development and progress in learning.

**4.1** The school analyses BME/ EAL achievement regularly to evaluate the effectiveness of pupil progress within quality first teaching (QFT) and interventions.

**4.2** A register is kept of all EAL children who require additional interventions to accelerate their progress and an individual EAL support plan is used as necessary.

## **5 Monitoring and review**

**5.1** This policy is monitored by the governing body, and will be reviewed in two years.

**5.2** A governor will be appointed to have the responsibility for BME/ EAL pupils.

## **6 Parental involvement**

**6.1** We provide a welcoming admission process for the induction, assessment and support of newly arrived pupils to country and school and their families/carers.

**6.2** We take account of parents/ carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

**6.3** We actively strive to welcome parent involvement in all areas of school life and value their experiences and background.

This policy is reviewed a minimum of once every two years by school staff and is approved by the Governing Body.