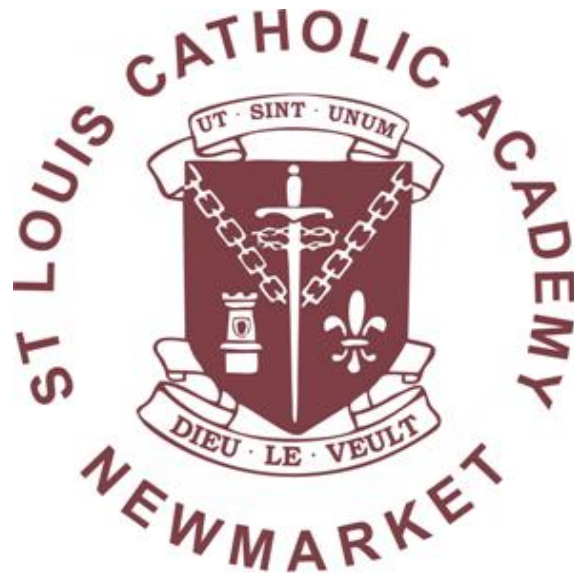


St Louis Catholic Academy

“Loving to Learn, Learning to Love”

EAL Policy



INTRODUCTION

As a school, we recognise that EAL status is dependent on which language was learned first by a child. At St Louis Catholic Academy the teaching and learning, achievements, attitudes and well-being of all our children are valued. We celebrate the cultural diversity of our school with our 'The Culture of the Term' where the children learn about aspects of a particular culture that forms part of children's cultural heritage at St Louis.

We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. To support this, where possible, we provide key information from the local authority to parents/carers in their mother tongue. At St Louis we have bilingual members of staff who are on hand to translate for parents and children that are new to English and this supports the transition of families into our school community.

Children who are learning English as an Additional Language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

At St Louis we have a new arrivals induction process in place for children with EAL who join our school at a different time to the expected point of entry at FS2 (see appendix 1). As part of the induction we have a buddy system in place at our school where class teacher's pair a new child with EAL with another member of their class and the buddy helps them with day-to-day routines and expectations (for example, location of toilets, dinner routines, classroom environment and expectations).

Early English skills are developed through careful assessments on children who are learning English as an Additional Language so once the newly arrived child is settled into school routines an initial assessment is carried out. At St Louis we use the Diagnostic Observational Tools (DOT) from the PIXL Primary EAL resources when making judgements about the attainment and progress of children who are learning English as an Additional Language. The DOT allows staff to assess and closely monitor an individual child's skill and knowledge and supports staff in their teaching to fill any gaps in learning the child with English as an Additional Language may have. The PIXL DOT focuses on:

- Language Acquisition
- Social Interaction
- Basic Subject skills

Once initial DOT assessments are completed the EAL team create an individual language plan to support pupil progress. During the initial months of a new EAL pupil being at St Louis their progress will also be recorded and monitored using The Bell Foundation EAL Assessment Framework for Schools: Primary.

AIMS AND OBJECTIVES

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We

promote the principles of fairness and justice for all through the education that we provide in our school.

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. This is in line with the requirements of the Equality Act 2010.

TEACHING AND LEARNING STYLE

In our school, teachers take action to help children who are learning English as an Additional Language in the following ways:

- developing their spoken, understanding and written English by:
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- endeavour to build on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit children's ages and levels of learning;
 - providing support through ICT, audio visual materials and dictionaries
- where required, providing additional support that is delivered through differentiated small group work or one-to-one at an appropriate level;
- working closely with parents or carers to better understand individual children's past educational experiences and to equip parents or carers with the knowledge and skills to support their child's progress across the curriculum;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- providing a buddy for children that join our school during the academic year to support their transition into their new school community.

CURRICULAR ACCESS

At our school we provide children with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate. To enable children learning English as an Additional Language to fully access the curriculum staff use a range of strategies to scaffold children's knowledge and understanding.

At St Louis we have a specialist EAL Teaching Assistant (TA) who has a TEFL (Teaching English as a Foreign Language) qualification. Our EAL TA has vast experience of supporting EAL children and is very flexible in adapting her teaching to suit the needs of the children. Intervention work for our children with English as an Additional Language at St Louis does not follow a prescribed program but is very fluid. Class teachers identify a gap in the children's learning and the intervention work is based around this need to support our children with English as an Additional Language to achieve their full potential.

ASSESSMENT

We closely monitor and track the progress of children who are learning English as an Additional Language using a school wide assessment tool. The EAL co-ordinator closely monitors the progress of EAL children each term using the school wide assessment tool and also monitors the data at the end of the Early Years Foundation Stage, Year 1 phonics screening, end of Year 2 and end of Year 6. As a result of assessment, additional support may be provided to children learning English as an Additional Language as discussed above.

EAL co-ordinator: Lisa Baldwin

EAL Governor: Alice Fox

NEW ARRIVALS FLOWCHART

Pupil/family arrive at school.
Admin obtain basic information.
Pupil/family have a tour of the school.



Admin inform EAL coordinator and class teacher of new arrival.
Admin provide EAL coordinator and class teacher with a copy of page 11 of the admissions form.



Welcome parents, welcome new pupil. Pair the new arrival with a Buddy from their class. Ensure as involvement in class as possible in first few weeks.



During first two weeks, class teacher in collaboration with EAL TA to carry out an initial assessment using PIXL DOT. Gaps in learning identified and individual language plan created by EAL team.



Intervention support provided.



School continue to develop partnerships with home and community.



Class teacher plans for in-class support especially in core subjects.
Pupil progress is monitored using The Bell Foundation EAL Assessment Framework for Schools:Primary.