

# **Ashmead Primary School Policy for Pupils with English as an Additional Language (EAL)**

## **Statement of Commitment**

At Ashmead Primary School we are committed to ensuring that every child succeeds. We are dedicated to raising the achievement and attainment of pupils with English as an Additional Language (EAL) enabling them to do the best they can within a positive, supportive, secure and safe learning environment. We maintain an extremely positive school ethos, which celebrates cultural diversity and promotes equal opportunity for all EAL pupils including the following:

Displays around the school that reflect and celebrate the multi-cultural and multi-lingual nature of both school and society. These include:

- Multi-lingual signs and labels
- Examples of positive role models from a range of cultures
- Examples of pupils work.

Displays within the classroom reflect and celebrate the multi-cultural and multi-lingual nature of the class, school and society and support the learning of pupils learning EAL and include:

- Displays/ resources depicting pupils' family heritage
- Multi-lingual labels/signs, with pictures, using the main languages spoken in the class and /or the language of children who are new to English
- Visual timetable

## **Background**

At Ashmead Primary School 74 pupils have English as an Additional Language. Presently 29 different languages are spoken. Many of these languages are spoken by only a few pupils. After English, the most common spoken languages are: Somali, French, Tamil, Japanese, Spanish, Yoruba, German, Turkish, Akan (Twi/Asante).

## **Planning and Teaching**

Teachers plan and teach lessons taking into account ways to support bilingual learners.

All teaching staff:

- Identify and teach key language features of each curriculum area, e.g. key vocabulary,
- Provide enhanced opportunities for speaking, listening and drama
- Ensure pupils have access to good models of spoken English
- Provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Provide additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary
- Make use of a range of ICT activities

- Make use of collaborative activities that involve purposeful talk and encourage and support active participation
- Group children strategically for different activities
- Provide scaffolding for language and learning, e.g. talk frames, writing frames
- Provide a variety of ways for pupils to record their work, including recording in their first/ home language
- Provide dual- language books and dictionaries where available
- Ensure cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families.
- Have high expectations of EAL pupils.

### **Assessment**

- All pupils, including those learning EAL are assessed frequently.
- Pupils are assessed using the Wokingham assessment toolkit.
- Racing to English programme allocated
- Pupils who are new to the school and new to English will be assessed informally from their first day in school and formally within the first 3 weeks of their arrival at Ashmead Primary School.
- Children new to English may need more frequent assessments initially.
- For children new to English it may be appropriate to assess some aspects of maths straight away.
- Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school, e.g. the attainment and progress of these children is tracked in comparison to both school, LA and national averages.
- Interventions are provided for pupils identified as requiring additional support following data analysis and pupil progress meetings.

*NB: Pupils with Special Educational Needs (SEN):*

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.

### **Links with Parents/Carers**

Staff endeavor to build good relationships with parents and to communicate regularly with parents on the progress of their children. Where necessary (parents evenings, progress meetings) and if possible an interpreter will be provided for parents/carers who do not speak English.

## **Appendix 1**

### Admission procedure for EAL pupils

NB It is crucial that all new admissions to the school feel welcome here. This is especially important in the case of families facing the additional challenge of not speaking English.

#### Pre-admission

1. Parents/carers complete admissions form.
2. Interview arranged with parents/carers (date/time of interview written down for parents/carers).
3. Interpreter arranged if needed.
4. Welcome pack and interview materials prepared.

#### Pre-admission interview

1. Interviews conducted by a member of SLT / EAL Leader.
2. Parents have a brief tour of the school.
3. Child/family information recorded on school documentation.
4. Family provided with 'Welcome pack', which includes a translated booklet and school information.
5. Free School Meals application completed if appropriate.
6. Parents/carers informed of the start date for the child.

#### Between the interview and admission day

1. Admission information given to school office staff.
2. Admission form copied for class teacher and intervention leaders.
3. Induction / welcome strategies planned by class teacher and class.
4. Class 'buddies' informed they will be welcoming and need to support a new arrival.
5. EAL Leader/class teacher plans for assessment, support and review of provision and ensures information is circulated around school.

#### Day of admission

1. Child/parents/carers welcomed by class teacher/tutor and buddy.
2. Office staff actions school roll entry.
3. Office staff sends for previous school records.

## **Appendix 2**

### Success criteria for new arrival induction

#### End of Week 1

- To be secure in the new classroom environment
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

#### End of Week 3

- Come to school happily
- To continue to be secure in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- To be settling to tasks in the classroom
- To be playing with others in the playground

#### End of first term

- To continue to be secure in class
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner.

Approved: September 2016

Review: September 2018