ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

<u>Purpose</u>
The purpose of this policy is to outline The Gower School (TGS) approach to identification and meeting the needs of children who are classified as having English as an additional language (EAL).

<u>Related documents:</u>
- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

<u>Availability</u>
This policy is made available to parents, staff and children via TGS website. Additionally, a copy can be requested from the office at the primary school or nursery.

<u>Applies to:</u>
- all aspects of provision provided by the Primary school and Nursery, including breakfast clubs, afterschool clubs and holiday club, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the Principal and volunteers working in the school.

<u>Monitoring and Review:</u>
- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: December 2021

Miss Emma Gowers
Principal and Proprietor

The Gower School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Introduction

We support children who are learning EAL in our school and nursery. There are many instances of bilingualism and multilingualism within our settings, and it is our responsibility to support children in communicating effectively with adults and peers, and to ensure they are progressing well within all areas of learning and the curriculum.

Commentary on the Regulatory Requirements 2021 and the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 states:

> For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

How do we know if a child is EAL?
Below are official definitions of EAL by the DFE and OFSTED, accompanied by guidance as to interpret them.

EAL - The Department of Education definition
A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

EAL - The Ofsted definition
English as an additional language refers to learners whose first language is not English.

These definitions therefore cover the following:
- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bi-lingual children)

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It is important therefore to recognise that:
- Children who have British citizenship can still be EAL.
- If parents write on their child's admission form that the child speaks English as a first language, when it is clear that one or both of these parents is a speaker of another language, the child is very likely in fact to be EAL, and it will be necessary to check this

<u>**Aims:**</u>

- To give all children the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that children with EAL bring to TGS whenever possible.
- To implement appropriate strategies to ensure that EAL children are supported in accessing the full curriculum.
- To help EAL children to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

We aim to raise the attainment of children with EAL by:
- assessing children's English ability and giving children with EAL access to the curriculum as quickly as possible
- providing children with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- providing additional in-class support to these children
- developing an understanding of and valuing children's home languages
- using visual and auditory resources
- assessing children with EAL to establish their needs and progress
- liaising with colleagues in identifying children who may additionally have Special Educational Needs.

Assessment for learning
- TGS makes an assessment upon entry using GL assessments in Maths and English, and teacher assessment. We carry out ongoing recording of attainment and progress in line with agreed school procedures.
- The children undertake ongoing assessments during their time at TGS.

Identification and Assessment
Parents are asked to inform TGS of any language needs their child may have on entry. In addition, teachers liaising with colleagues and working alongside children should be able to identify and assess children with EAL in order to target support. This can be done using a variety of data, including:
- GL Progress in English and Maths assessments
- Foundation Stage Profile and Baseline assessment
- Teacher assessment
- Reading tests using PM Benchmark/Probe/GL
- GL Spelling assessments
- Individual pupil targets
- ICT based tracking systems such as My Montessori Child to track EYFS children

- Consultation with parents
- Attendance and behaviour monitoring

Once children have been identified and assessed, the Head of Group needs to work with colleagues to develop Individual Learning Plans with SMART targets (ILP's). All should be aware that EAL children will frequently understand what is being said, well before they have confidence enough to speak themselves.

Teaching strategies to support EAL beginners
- Provide a classroom rich in oral experiences
- Enable children to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other children and staff
- Use translated materials and bilingual dictionaries
- Allow children time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills
In order to be fully literate, children need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk
- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Teaching strategies
- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow children to do some assessment orally
- Ask children to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text
- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching strategies
- Make the purpose of reading explicit
- Read aloud to children
- Teach children how to find their way around text books and use index, contents, etc.
- Show children how to write questions before starting research
- Help children decide whether to scan or skim read or close read
- Ask children to transfer information from text to diagrams
- Encourage and show children how to use the library for research and pleasure

Learning through writing
- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs

- Developing clear and appropriate expression at sentence level

Teaching strategies
- Make sure children are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help children use appropriate level of formality
- Give children model texts before asking them to write
- Show children how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas
- Ask pupils to evaluate, correct and redraft their writing.

When is a child with English as an additional Language not a concern with regard to Special Educational Needs:
From ECAT (Every Child A Talker)

- Children with EAL may speak their home language to staff and other children while they are in the Early Years setting. This is part of finding out that different languages exist.
- Children learning EAL may mix two languages in one sentence. This is part of the learning process and should decrease over time.
- Children may go through a silent period before they feel confident to use English. This can last up to a couple of months
- Children may go through a period of not wanting to use their home language. This may be due to the influence of peers, the dominance of the majority culture or a change in the way that the community or family use their home language.

In the Early Years we plan opportunities for children to develop their English, and we provide support to help them take part in activities. Additionally, the Montessori prepared environment is a language-rich environment that supports language acquisition in all areas of learning. Rooms are equipped with real-life props and literacy is based on materialized abstraction. The EYFS helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing use of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages as well as English;
- asking parents to provide us with and continually update us with a list of key words and phrases that they and their children use in their home so that we can support and reinforce this communication;
- using 'Tiny Talk' for children up to two years, teaching signs with speech.