Dosthill Primary Academy

English as an Additional Language Policy

Document Control

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Policy Owner	Sonia Burke
Policy Approver	Interim Academy Board

Version Control

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1	14th June 2021		First Publication

Section	Changes Made
2	Spring 2023 Policy owner changed to Mrs Sonia Burke

Our core moral purpose is encapsulated in the vision statement for the school:

Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language, therefore raising pupil achievement and aspirations

- Equality: To be proactive in removing barriers that stand in the way of our EAL children' learning and success.
- Diversity: To meet our responsibilities to EAL children by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- Belonging and Cohesion: To provide our EAL children with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To ensure EAL children become fluent English speakers.
- To assist and support all EAL children in their acquisition of English – verbal and written.
- To develop staff expertise to ensure that all EAL children attain levels of achievement appropriate to their intellectual abilities.

- To monitor, evaluate and review systems to meet EAL children' needs with rigour.

Key Principles of additional language acquisition

- EAL children should receive the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires a focus on words and meanings set within each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.
- Language is the pinnacle feature of identity. The home language of pupils and staff should always be recognised and valued.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified in advance/be planned for. Teaching and support staff play a pivotol role in modelling uses of language.
- Pupils should be encouraged to sustain their home language.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

- All EAL children are assessed in line with the school's assessment policy.
- Consideration and sensitivity is given to the appropriateness of testing EAL children at the earlier stages of English acquisition.
- On-going teacher assessments along with PIRA, PUMA, GAPS and FFT estimates will be used as part of the whole school assessment system.
- Staff have the opportunity to discuss pupils' progress, needs and targets with members of the SLT and the English team to ensure progress in the acquisition of English is regularly assessed and monitored.
- Fortnightly PDMS are used to assess children's needs and next steps, including EAL children.

Pedagogical Approaches

Communication is the main principle for EAL children in all lessons.

- The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience.
- In the centre is speaking, which, of course involves listening.
- The children communicate with each other through paired work and group work and this way they improve their listening as well.
- Through speaking exercises such as interviews, storytelling. 'Talk For Writing' and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.
- Grammar will be taught as part of the National Curriculum.
- Visual resources are used to aid their learning.

Support strategies to ensure curriculum access:

- Collaboration and group work; classroom and on the playground/sports.
- Frequent 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
- Regular feedback from staff

- Discussion and feedback provided before and during reading and writing activities
- 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, homework clubs, etc. EAL Learners with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented Should Special Educational Needs be identified, EAL children have equal access to school's provision. EAL children identified as Gifted and Talented have equal access to school's provision.

Parental/Community Involvement

We encourage parental involvement by:
- Welcoming everyone to our school and providing accurate information.
- Identifying linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL children.
- Recognising and valuing the use of first language for developing positive partnerships between school and home.
- Supporting parents, so they can help their children at home.

Roles and Expectations

The role of EAL learners in the context of this policy is to:
- Take an active and enthusiastic part in their learning.
- Use resources, ask questions and collaborate to support their learning.
- Be an active participant in personalising and extending their own learning at school and at home.

The role of all teachers in the context of this policy is to:
- Use the policy to use appropriate teaching strategies.
- Use formative and summative assessment to meet learners needs more precisely.
- Select the most appropriate strategies to teaching learners within EAL
- Identify (an) area/s where they require further training in relation to EAL
- Consult with lead teachers/schools if bespoke support is needed.

The role of leaders and the Headteacher in the context of this policy is to:

- Identify training requirements and priorities for Inset in order that all staff have regular training so as to gain even greater knowledge, understanding and confidence.
- Use monitoring exercises to identify successes and next steps.
- Provide time for staff to discuss and share effective learning and teaching experiences through Professional Learning.
- Provide opportunity for staff to learn from each other/others across the Turst or more widely.

The role of the Governing Body in the context of this policy is to:
- Agree and review the EAL Policy on a regular basis.
- Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning.