

St Joseph's Catholic Primary School



English as an Additional Language Policy

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

CRC Article 29 (goals of education)

Aims

St Joseph's Primary school expects its pupils to become confident language users, explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. It is the aim of the whole school community to value the home language.

Introduction

In our school the teaching and learning, achievements, attitudes and wellbeing of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking into account of each child's life experiences and needs. Approximately 47% of the children at St Joseph's have English as an additional language, covering a wide range of different languages. Children who are learning EAL have skills and knowledge about language similar to monolingual English – speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

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, equality and justice for all

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through the education that we provide in our school and this is enhanced through the R.E. curriculum which is focused around our core values of truth, equality, forgiveness, kindness and respect. The aim of this policy is to help ensure 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 Race Relations Act 1976.

Teaching and learning style

Teachers take action to raise the attainment of pupils with EAL by:

- Provide early support by pre-teaching relevant vocabulary to support children's confidence in lessons.
- Engage in speaking and listening interventions to teach appropriate responses at an early stage to build on children's confidence.
- Giving pupils access to the curriculum as quickly as possible
- Providing pupils opportunities to carry out activities alongside good models of English and extend their knowledge and use of English.
- Allowing children to develop ideas in their own language prior to putting their ideas forward in English.
- Providing additional in-class and withdrawal support pupils according to their individual needs
- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources
- Assessing pupils with EAL to establish their needs and progress
- Liaising with SEN colleagues in identifying pupils who may additionally have SEN

Identification and assessment

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this the class teacher liaising with the EAL co-ordinator and working alongside pupils will identify and assess pupils' language acquisition and attainment within the national curriculum.

The EAL co-ordinator will:

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- Maximise opportunities for in-service training
- Allocate classroom support in areas of the school where the pupils' needs are greatest
- Keep abreast of educational guidance on EAL issues
- Co-ordinate the monitoring and reporting on all EAL pupils language and academic progress
- Maintain a register of EAL children to ensure needs are met

Home-school links

Strategies are in place to

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school.

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Effective EAL support

We will endeavour to:

- Aim for high standards of EAL teaching and curriculum content for EAL pupils
- Provide good leadership and management of EAL
- Sufficiently challenge and support pupils with EAL are so they can reach their potential
- Ensure that support takes account of pupils at the early stage of language learning
- Ensure that support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills.
- Offer a curriculum that is relevant and sensitive
- Involve the SMT in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Create good links with the parents.