

# St Catherine's Catholic Primary School



'Let your Light Shine'

## EAL Policy

Date reviewed: 1<sup>st</sup> April 24

Date of next review: May 25

Date ratified by the Governing Board: 19<sup>th</sup> April 24



## **Mission Statement**

St Catherine's Catholic Primary School is a special learning community which strives for excellence, where everyone knows they are loved, where they feel happy and secure and have a positive self-image. As a Catholic school, based on the Gospel and teaching of the Church we recognise the equality and dignity of all people in the eyes of God.

The school's Catholic ethos, which brings a deeper understanding of the Gospel values of trust, respect and dignity, permeates our education endeavours. We aim to create an environment in which Gospel values are exemplified and live out;

- for the children and adults in our school community to achieve their full human potential in all aspects of school life, particularly as one of God's family.
- to develop and encourage effective partnerships and create meaningful interaction between home, school, parish and the wider community.
- to promote equal opportunities and the appreciation of cultural diversity.
- to provide a framework for a way of living within and without the classroom.
- by celebrating achievement at every level, so that all may feel valued as unique creations of God and recognise their self-worth.

## **Rationale**

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language 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**

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 diverse 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 Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

The aims of this policy are to enable pupils who are learning to use English as an Additional Language to have full access to the National Curriculum, together with providing equality of opportunity, in order that each learner will fulfil their academic and educational potential.

## **Guidelines**

At St Catherine's Catholic Primary School, we firmly believe that quality first teaching is paramount for EAL and all pupils and language learning is most successful, for both first and EAL speakers where:

- it is taught within the context of the mainstream curriculum



- oral language is central to all curriculum work
- the informed contribution of parents to their children's education is seen as vital to the children's progress.

To achieve our aims the school will:-

- facilitate the language development of pupils across the curriculum
- acknowledge the cultural and educational value of pupils' mother tongues
- make effective use of pupils' first language to support access to and develop conceptual development across the curriculum when possible
- reflect the linguistic and cultural diversity of the school in its resources, texts, materials and displays
- develop links between the parents of EAL pupils and the school.
- At St Catherine's Catholic Primary School teachers take action to help children who are learning English as an additional language by various means.

We aim to develop spoken and written English by:

- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building 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;

We aim to ensure 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, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;

### **Curriculum Access**

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils from 5 to 7 years to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

All children at St Catherine's Catholic Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English.

Teaching assistants are timetabled to support individual children or small groups of children. In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.



The Foundation Stage helps children learning English as an additional language by:

- providing several role play areas where the children can mimic and copy their peers and listen to the English language through play;
- building on children's experiences of language at home and in the wider community, so that their developing uses 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.

### **Assessment**

An annual audit of need is completed by the class teacher of children who speak English as an Additional Language.

The teacher responsible for EAL and the teaching assistant who supports this work support teachers in identifying the language needs of bilingual pupils. The wide distribution of EAL pupils across the school necessitates withdrawal of individual pupils or small groups for specific teaching activities.

In the Foundation Stage we assess the children using BPVS. This gives us a level of their vocabulary and we can then measure their achievement. Small groups of children who speak English as an additional language are timetabled to work with support staff.

Speaking, listening, reading and writing targets are set and again progress is measured half termly by the EAL coordinator.

Attainment and progress is recorded at least termly in line with agreed school procedures for children who speak English as an additional language.

Targets are reviewed and children in need of additional support highlighted in accordance with school policy.

### **Conclusion**

All teaching staff are aware that bilingual children may have a competence in their first language, which equals or surpasses their competence in English.

They acknowledge that an individual child's mature, and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language.

All teachers accept that a child's first language is a powerful tool in developing their conceptual learning through the medium of English.

Children who are new international arrivals are encouraged to use their first language as a means of communication and to access the curriculum whenever this is possible.

