



St John's Catholic Primary School

EAL Policy

Main Aim

EAL Provision at St John's R.C. School aims to provide all children learning English as an additional language with full access to all areas of the curriculum and to enable them to perform in all areas to the best of their ability.

Objectives

- To raise the standard of English of bi-lingual pupils in listening, speaking, reading and writing in all areas of the curriculum.
- Create an understanding of linguistic and cultural diversity within school.
- Establish links with parents to acquaint them with school routines and specific matters.
- Encourage parents to be involved with all areas of school life.

Approaches to Teaching and Learning

To achieve our objectives we will use a variety of teaching styles and resources.

- Sometimes individual support may be deemed necessary, wherever possible such support will be carried out within the normal classroom situation, but occasionally it may be necessary to work quietly with the child in another area. Such support is a normal part of our school life and is carried out by a TA, the class teacher and other TA's.
- Support will also be given within the classroom situation during class sessions where extra help is most effective working alongside targeted children asking further questions and giving further explanations where necessary. Also providing pre-teaching of topic based vocabulary, visual prompts and differentiated work where appropriate.
- At times groups may be removed from the classroom situation in order to allow free in-depth discussions unhampered by other groups working within the classroom.

- We will seek to provide bi-lingual support where required and when it is available.
- The class teacher and/or TA will plan work to help the children achieve targets set. This work will include direct experience, practical sessions and discussion.
- Grouping will depend on the task involved. When a mixed ability group is considered best, the group will include children from all ethnic backgrounds functioning at all levels with language role models. There will be groups where bi-lingual learners provide role model. When an ability group is required the group will include English as First language Speakers to act as role models where necessary.

Resources

Our aim is to provide children with EAL, lots of visual resources and aids for their learning particularly when accessing different parts of the curriculum and various topics. Providing pictures, photos, visual aids and practical experience are especially relevant resources. Resources can be borrowed by staff and a list of websites provides a good starting point to build on bi-lingual books and stories.

Development of Skills and Attitudes

Children are encouraged to:

- Use spoken language appropriately in a variety of contexts
- Write informatively and imaginatively in a variety of contexts
- Read with understanding and enjoyment
- Build self-esteem, gain confidence, develop their interpersonal relationships and encourage independence (especially so when beginning in Foundation Stage)

Assessment

All children take part in the school's programme of assessment. The class teacher and TA's will carry out these assessment procedures. Progress is monitored by School Leadership Team, EAL Co-ordinator and class teachers. Those new to English in the Early Years have a language assessment conducted by the class teacher in the Autumn, Spring and Summer. In addition the class teacher and TA's conduct regular informal assessments in key skills (Language and Literacy, Maths). The EAL Co-ordinator supports staff with EAL assessment procedures and resources.

Progression and differentiation

The class teacher will work on specific targets along with strategies planned to enable their achievement, these are reviewed regularly. At Key Stage Two children discuss targets with their class teacher to achieve during a term. The child reviews them with

their class teacher and/or TA. In Early Years and Key Stage One, targets are discussed with the child and they are made aware of their achievements.

Special Educational Needs

When a child is considered to have learning difficulties, staff liaise with the SENCO and appropriate procedures and targets are put in place.

Use of I.C.T.

Children learning English as an additional language are encouraged to use ICT in all areas of the curriculum, particularly in strands covering communication.

Equal Opportunities

It is our policy to develop the potential of ethnic minority children in the context of a normal curriculum, to encourage inter-racial harmony in a pluralist society in a mixed ethnic community. We aim to ensure that all children are made aware of their own personal individual qualities in the context of the community in which they live and work, so that they can develop the self-esteem and confidence that enable them to learn, grow and share. As a Catholic school our faith is very much at the centre of all we do. We help all children to understand their faith more fully and take part in festive celebrations, as well as learn about and to respect other world faiths.

Teacher Support

Staff development takes place through regular school-based team meetings. Individual insets may be arranged to support and develop knowledge and key skills.

Transfer

Cross phase communication is provided by the transfer of monitoring and assessment schedules and paper work. Meetings are arranged when required between individual teachers and phases to discuss transition and transfer documents.

Communication and contact with Parents

Parents are able to communicate with teachers regularly, particularly in the Foundation Stage where there is an open door policy. Children in the Foundation Stage take part in an induction day and parents are welcomed to an induction open evening. Other parents meetings to do with Phonics, Maths and more general informal parents meetings occur throughout this first year. Also children with EAL in the Foundation Stage will receive a sheet each week to help them and their parents understand what work/topics they will cover in the following week.

Throughout the whole school a formal parents evening is arranged twice a year and more informal meetings are arranged when needed by individual teachers and parents. The EAL Co-ordinator and teaching staff will also communicate and meet with

parents when needed. Parents are encouraged to take part in all areas of school life including whole school Masses and feast days.

Subject Leader: Mrs Sylvine Druce

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Policy to be reviewed: July 2018