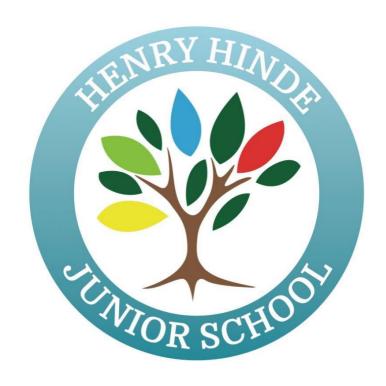
# Henry Hinde Junior School



English as an additional language
Policy
2022-2023

# **PURPOSE OF POLICY:**

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

# **OUR EAL PRINICPLES:**

- 1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- 2. To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- 3. To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- 4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- 5. To use key visuals and other strategies to support children's access to the curriculum.
- 6. To ensure that language and literacy are taught within the context of all subjects.
- 7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- 8. To actively liaise with parents to help them to support their children's learning.
- 9. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- 10. To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- 11. To seek first language assessment to ensure the accurate identification of SEN.
- 12. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- 13. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- 14. To celebrate multilingual skills and promote linguistic diversity with all pupils.

#### WHEN THE PUPIL ARRIVES:

# **Information Obtained from Parents:**

- Home languages, including proficiency of written and spoken forms.
- Educational background (years in school, significant gaps, strengths, levels of attainment, SEN etc)
- Religion/ethnicity/refugee origin
- Dietary restrictions
- Access to community schools

# **Information Imparted to Parents/carers:**

- Ensure School induction pack is talked through and understood by parents. This should be made available in both English and the first language in question.
- Provide pictures/photographs of uniform/dress requirements and details of suppliers
- Discuss lunch arrangements
- Discuss timings of the school day and pick up arrangements.
- Inform parents about English school system including yearly progression, teaching styles and classroom ethos
- Discuss behaviour policy

- Homework policy
- Give family a tour around the school
- Give a named key contact (SLT member) and discuss best means of communication (verbal, written text messages, emails etc.)
- Introduce any key adults (teacher, LSA etc)

# ALLOCATION TO CLASS & GROUPING:

- 3 days should be allowed for teachers to prepare for the arrival of the child
- Consider placing the pupil with peers who share the same language. Review frequently.
- Place pupil in middle ability settings (do *not* automatically put in lower ability/SEN groupings)
- Seat the pupil near fluent English speaker to provide good language models
- Prepare class for the new arrival
- Ensure equipment, tray, equipment and lockers are allocated and labelled prior to arrival
- Identify and brief willing 'buddies'

#### **Ensure that:**

- Relevant information has been distributed to appropriate staff
- Consideration is given to past educational experience, assumptions and expectations

# **Promote A Welcoming Environment:**

- Introduce the pupil sensitively to the class
- Establish a 'buddy' system
- Show pupils their home language is valued and encourage its use
- Teach the class a few phrases in the pupil's home language
- Show the pupil around the school again make sure they know where the toilets, office and water supply are
- Supply the pupil with basic survival English, perhaps through the use of picture cards, communication fans etc.
- Sit pupil close to the teacher and board
- Display and use bilingual resources

# MAKE OPPORTUNITIES FOR THE PUPIL TO:

- be practically involved in the classroom, e.g. give out books with partner, share errands
- feel included through the planning of activities which rely on receptive understanding with visuals (action games, practical activities etc.)
- use their home language through discussion with peers or in writing
- hear good models of English from peers
- identify their culture within the classroom
- have time out if tired / stressed
- learn key words and phrases (without pressurising pupil to talk)
- take part in activities they enjoy
- interact with model English speaking peers using simple language games, e.g. bingo, board games

#### Note that:

- The child may remain silent for some time
- The pupil may get tired very quickly
- The pupil will respond slower to instructions
- Frustration may lead to unsettled behavior

- Pupils can become distressed by not being able to take part
- As well as learning a new language, the pupil is also coping with a new culture and environment and may be missing family and friends

# AS THE PUPIL BEGINS TO SETTLE IN:

# **Planning:**

- key language needed for the pupil to access the lesson and make reference throughout the lesson
- Pre-teach key language
- Plan for the use of key visuals/diagrammatical representation
- Have high expectations and not automatically place in lower ability groupings
- Provide opportunities for the pupil to record work in a non-written form
- Encourage the use of the pupil's home language
- Provide access to audio/visual and computer equipment to provide natural repetition of task and content and develop independence
- Plan for small group and pair work involving simple speaking activities (barrier games, etc)
- Identify the language structures you want the pupil to use as well as any new vocabulary, e.g. *they are all blue / these are all triangles*.
- If appropriate, plan for short withdrawal sessions.

# **MONITOR AND OBSERVE:**

- Non-verbal behaviour
- Integration and involvement with peers
- Attendance
- Responses to adults
- Parental contact
- In-class activities

# PARENTAL SUPPORT:

- Maintain regular contact with parents
- Include parents in school life
- Encourage use of home language to support school work
- Differentiated homework tasks

# **COMMUNICATION:**

- Speak clearly and repeat key words and phrases
- Do not over-correct developing English
- Provide good role models of both social and formal English language through placement of the pupil within the class
- Where possible, translate instructions/key vocabulary etc, into first language (visual/audio bilingual dictionaries on the web)
- Give the child a glossary book where they can record new vocabulary in English with an explanation in their home language

