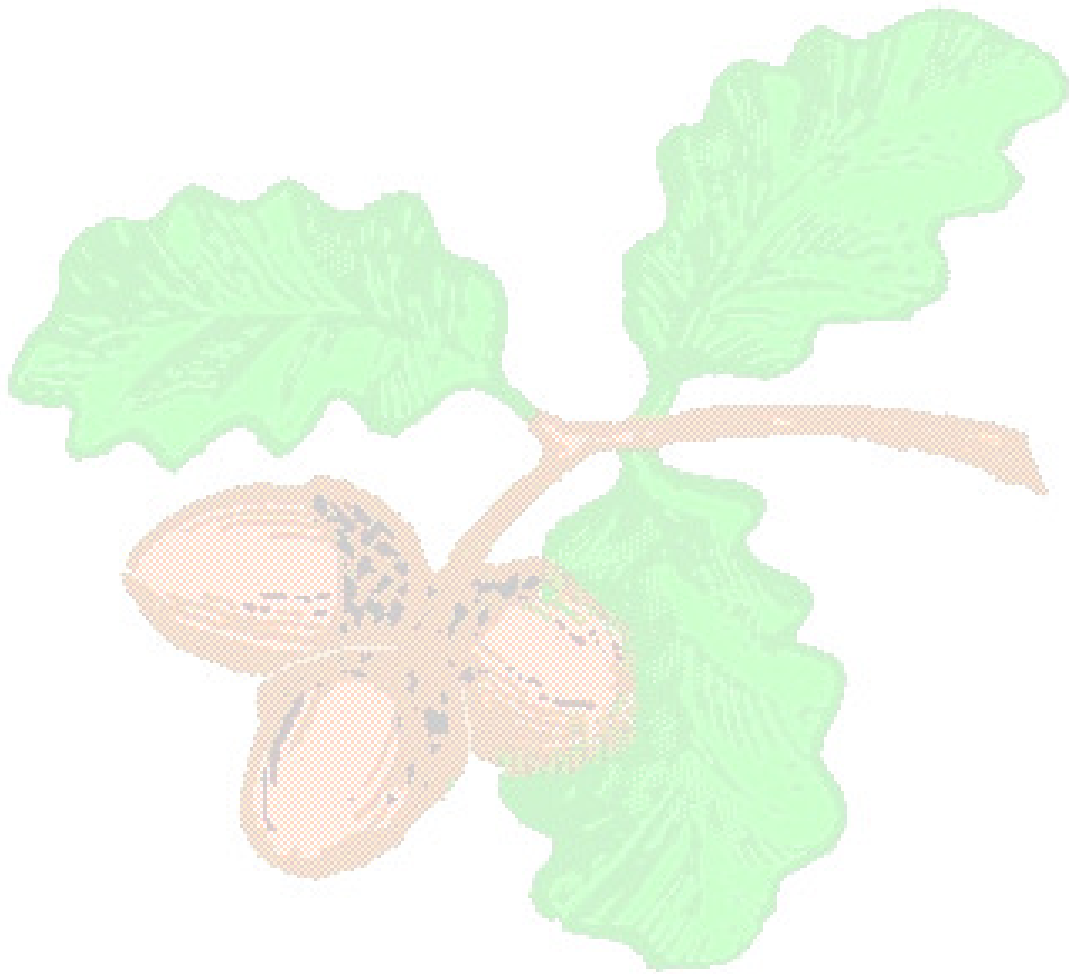


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**EAL
POLICY**

EDUCATION OF CHILDREN FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE POLICY

STATEMENT

The aim of the school is to provide a safe, secure and caring learning environment for all children, regardless of language or culture. The school aims to reflect the growing diversity to be found in the surrounding community, to foster good relations between all pupils and to help them learn from each other.

All children for whom English is an additional language have different but equally important needs in their acquisition of English. We aim to develop skills and strategies to enable bilingual pupils to have full access to the curriculum and develop their English skills.

AIMS

- To value all languages and cultures.
- To ensure that all pupils, regardless of their competency in English, have full access to the National Curriculum.
- To ensure that pupils receive the best opportunities to acquire well developed skills in English, so that they can achieve their full potential within the education system.
- To promote a language awareness in all pupils so that they are able to respect and value all forms of language.
- To encourage all pupils to see that differences are positive, not negative, qualities and to appreciate each other's individuality.

We recognise that the needs and development of bilingual learners are the concern of the whole staff. We work with the Minority Ethnic Achievement Service (MEAS) staff to ensure that children at all stages of learning English are given opportunities to access the curriculum.

We intend to achieve our aims by:

1. **Valuing languages**

The cultural diversity to be found within the school enhances and enriches the education of other children and adults and should be reflected in display.

Learning materials should offer opportunities for all pupils to learn about the customs, religious practices and cultures of all groups represented within the school, and reflect the multicultural nature of our society.

We aim to avoid using material that is biased, racist or stereotyped. Instead we select material that gives a positive image of our multicultural society.

2. **Regular evaluation**

New entries to school with no previous records will be assessed for English language needs by the EAL (English as an Additional Language) teacher.

The EAL teacher will liaise regularly with class teachers and the Special Educational Needs & Disability (SEND) co-ordinator to monitor progress.

All children for whom English is an additional language should be reviewed each year in accordance with the Home Office Definitions Stages 1-4 (copy attached). It is possible for children to move between these stages in accordance with their needs at any given time.

Liaison with the Nursery Unit regarding such children will be maintained by the S.E.N. co-ordinator, as will the transfer of progress records to Junior Schools.

All attempts will be made to provide for the specific needs of children in special circumstances, e.g. those with, or seeking, refugee status and those with Special Educational Needs.

3. **Planning**

Bilingual learners need the same range of learning experiences as monolingual learners - however, they also need:

- a range of tasks that are particularly **active** so that they are hearing English that is related to **concrete** experiences (and so offers them comprehensible input);
- a range of learning experiences that are particularly **language-based with strong repetitive phrases and sequences**;
- to **re-visit the language of the activities** they have been involved in through games, book making, charts, etc.

4. **Parental involvement**

Parents of children who speak additional language(s) should be positively encouraged to take an active part in school life.

ORGANISATION OF MINORITY ETHNIC ACHIEVEMENT SERVICE

Funding to support children learning English as an additional language is delegated to schools as part of their funding. The allocation to each school depends on the number of children identified as having English as an additional language on PLASC returns. The level of support may vary annually but the school uses some of its own resources to employ an EAL teacher for one day a week (0.2)

Time spent in individual classes within Churchfields Infants' School by the EAL teacher will vary because:

- (a) there is a quantitative need for support
- (b) the needs of one child, or more, are so great that priority should be considered
- (c) a particular policy regarding the needs of some children within the school has been agreed by the Headteacher, the EAL teacher and staff.

The deployment of the MEAAS teacher is agreed by negotiation between the Headteacher, staff and the MEAS teacher each term.

BEGINNERS IN ENGLISH

It is the responsibility of the school and mainstream teachers to support beginners in their acquisition of English with the advice, assistance and support of the EAL teacher

A Stage One learner should not be pressed to speak. Many children encountering a new language for the first time choose to remain silent while they absorb the rudiments of that language.

A Stage One learner requires concrete experience before any language learning can take place. Objects, pictures and real situations, therefore, are essential resources. This is part of good classroom practice and benefits all children, not just bilingual learners.

Children learn most effectively in a mainstream classroom, with pupils of their own age, working alongside fluent speakers of English, who provide good language models. Children also benefit from opportunities to speak with other children in their home language, if this is possible.

STAGE TWO

A Stage Two learner will be able to understand and communicate verbally but will need the help offered by the EAL teacher to develop skills in speaking English.

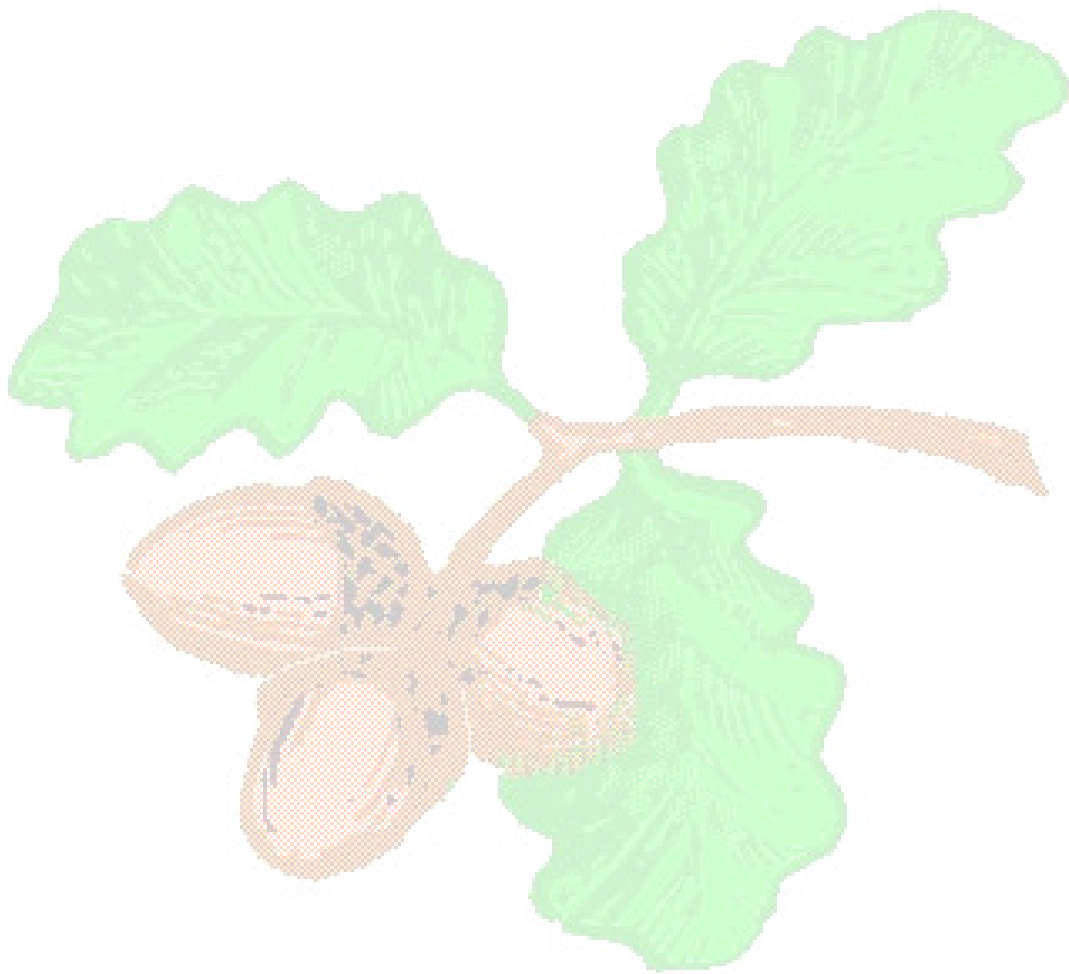
The EAL teacher, in collaboration with the class teacher and the SEND co-ordinator, should maintain continuous assessment, evaluation and monitoring, to ascertain the needs of the child and move the child to Stages Three and Four as skills develop.

EQUAL OPPORTUNITIES

We aim to ensure that no-one is disadvantaged on the grounds of their race, gender, disability, class or belief. Effective learning can only take place in an atmosphere of mutual trust and respect. Cultural and linguistic diversity enhances and enriches the education of other adults and children. The school has a range of bilingual books, tapes and other resources to support all children, which are available in the library.

MONITORING

The work of EAL staff is monitored by the Headteacher. During weekly monitoring of planning the Headteacher checks for evidence of differentiation to support the learning of all pupils. The progress of bilingual learners is also monitored during classroom observations. The achievement of pupils from different ethnic groups and children at different stages in their acquisition of English is considered as part of the school's self-evaluation process. The results of this analysis are reported to staff and governors as part of the Racial Equality Monitoring Policy.



DEFINITIONS OF ENGLISH LANGUAGE ACQUISITION

The stages of development of English are not as clear-cut as suggested here. Pupils could easily be at Stage One as far as reading and writing skills are concerned and at Stage Two for listening and talking. In such a case, you should use your judgement to decide which stage the child has reached. If there is a MEAS teacher in your school, please involve him / her in the completion of the form.

STAGES OF ENGLISH LANGUAGE DEVELOPMENT

These stages describe English language attainment of bilingual pupils. They are based on observation of performance in a variety of situations with an awareness of the fact that performance may not give an accurate indication of competence. They are developmental.

Stage One

At the early stages of English language development children will be hearing and responding to English, but may not be using it themselves. They will often give indications of understanding contexts and varieties of use, for example narrative, instructions, questions, etc., without necessarily understanding their full meaning. When English is used it will often be in the form of single words or short phrases and with a small, though increasing, vocabulary.

Pupils will often show familiarity with print and its use, but reading and writing in English will usually be hesitant. They may be able to read single words, particularly their own utterances or familiar items, e.g. from TV, adverts, magazines, etc. Pupils who are literate in their first language will be able to transfer these skills into writing English.

Stage Two

At this stage children have a better understanding of spoken English and are becoming fairly fluent English speakers. Errors are a sign of growing confidence and development. Syntax and vocabulary will be gradually extending and pupils will be beginning to use language appropriate to the situation and the person to whom they are speaking. They will be able to understand and engage in everyday conversation, but will need support in meeting the demands of "school" language.

Pupils will be able to read familiar stories, texts that are well supported by visuals and activities, and their own utterances. They will be experimenting with written English in simple sentences.

Stage Three

Pupils at this stage are orally fluent and able to participate fully in classroom discourse. Reading fluency will depend on the demands of the text and the pupils' familiarity with it. At this stage pupils will be confident in writing in modes that they are familiar with, but will need support in exploring modes, different levels of complexity and extending their writing skills.

Stage Four

Pupils at this stage can understand, speak, read and write English at a similar level to that of native English speakers of the same age.