Park Hill Primary School
Policy for English as an Additional Language (EAL) 23.9.26

'What the child can do in co-operation today he can do alone tomorrow.'
(Vygotsky 1934).

Mission Statement

Park Hill Primary School is committed to providing appropriate provision for teaching and learning for pupils for whom English is an Additional Language. Park Hill endeavours to raise expectations and ensure that all EAL pupils enjoy their learning journey and achieve their potential.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and promoting language awareness. Park Hill School identifies and respects individual pupils' needs and recognises the linguistic skills EAL learners bring to school and ensures equality to access the curriculum.

School Background

The majority of EAL children at Park Hill are developing bilinguals of Pakistani descent and they speak Mirpuri. The next prevalent group are Arabic speaking children mainly from Yemen and the Middle East. Other smaller groups have started at Park Hill School. There is a great diversity of pupils and we aim to bring out the best in everyone.

Objectives

- To give EAL pupils maximum opportunity to make progress through visual, auditory and kinaesthetic experiences.
- To ensure culturally and linguistically sensitive resources are utilised to raise the standards of attainment for minority ethnic pupils who are at risk of underachieving.
- To provide teaching and induction procedures that welcome and assimilate a pupil as sensitively as possible.
- To give a pupil voice through pupil conferencing.
- Ensure pupils have supported opportunities for speaking and listening.
- Provide teaching strategies and materials to match pupils' linguistic needs, skills and knowledge.
- Use computing to enhance learning and provide different learner groups with visual and auditory experiences.
- Ensure initial and ongoing assessment, monitoring and tracking is carried out at regular intervals.
- To provide data on gender and ethnicity progress.
- Utilise dual language resources and other culturally relevant visual aids and learning resources.
- Recognise that mother tongue can be used to support the learning of an additional language.

- Learning support assistants provide targeted in-class support with a particular emphasis in Literacy.
- Aim to provide consistent bilingual support.

Assessment and Target Setting

- Park Hill ensures EAL learners have access to statutory assessments.
- School data will be collated to reflect relevant information on minority ethnic/EAL needs, support, achievement and progress in English and Maths.
- Appropriate bilingual strategies will be implemented to assess linguistic ability.
- Pupil targets will be set according to level descriptor expectations following the Extended National Curriculum Levels for EAL learners in reading, writing, speaking and listening as directed in 'A Language in Common' guidance booklet.
- Assessments and targets will be reviewed termly to monitor progress.
- EAL reviews are held during Pupil Progress Meetings to help target EAL support for developing bilingual learners and personalised targets are set for newly arrived pupils using the BELL foundation tracker to support learning needs.

Teaching, Learning and Support

- Planning reflects levels of support EAL learners receive; they will indicate in-class, withdrawal or peer support.
- Planning shows adapted learning objectives matched to EAL pupil needs.
- Staff utilise EAL resources with teaching ideas and strategies.
- Staff use culturally sensitive materials to reflect the school intake.
- Staff support EAL learners using specific computing and audio/visual materials.
- Pupils are pre-tutored in preparation for future work.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames and talk for writing.
- Inspire workshops enable parents to interact with specific learning.

Newly Arrived Pupils

This EAL Induction Policy has been developed to ensure that we best meet the needs of newly arrived students (and their families), enabling them to make the required cognitive development as well as social integration into Park Hill School.

There is an increasing number of Newly Arrived Pupils from different ethnic backgrounds who speak little or no English. Some newly arrived pupils have come from International Schools. On arrival, the pupil is paired with a buddy and talk partner, they are given time to settle in and meet the class and get used to moving around school. Focused support is provided for newly arrived pupils using the Newly Arrived Welcome Pack.

All newly arrived pupils including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, inclusive, safe and stress-free environment. They need to know that they are valued and that they belong even if their stay is short. They need to have their bilingualism (and sometimes multilingualism) recognised as a positive part of their intellectual development and they need opportunities to use their home language to support their learning and development of

English. All newly arrived pupils are given learning opportunities that are accessible, relevant and purposeful within the context of the New Curriculum.

Definitions

Newly arrived pupils may be described as:

- refugees
- asylum seekers
- migrants from overseas (including economic migrants).

Asylum seekers

An asylum seeker is someone who has fled from his or her home country in search of safety and has applied for political asylum in another country. Families awaiting a judgement on their asylum application and whether they will be given leave to remain in the UK may be restricted as to where they can live. Asylum seeking families are provided with accommodation.

Refugees

Refugees are people who have been given full refugee status after being judged to have fled from their home country or who are unable to return to it owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a social group or political party.

Migrant workers

A migrant worker is someone who comes to the UK from abroad to work. They might have come to take up skilled seasonal or other work and will generally intend returning back to their home country after a set period of time.

The experience of newly arrived pupils varies from having had full schooling in another country, to having had interrupted or no previous schooling. Their educational system may have been very different to the UK and this may cause a lack of understanding on the part of pupils as well as parents.

Welcoming a new arrival in class

It is important to give newly arrived pupils time to settle before they are expected to participate fully within the lesson.

- Some pupils go through a “silent period” as they tune into a new language. Teaching staff will monitor language acquisition and ‘behaviour’ over time. Language acquisition is a long process, it can take two years to learn social language and five to seven years to master academic language.

- Vocabulary is one of the key language features for EAL learners and will be the starting point for many pupils new to English. All pupils will be given a vocabulary book and an iPad.

Teaching & Learning: Provision & Assessment

Initial Assessment will focus on English. A termly assessment of English language competence (reading and viewing, listening, speaking and writing) will be carried out using the BELL foundation EAL Assessment Framework which was commissioned and built upon using modern academic research and expertise (led by researchers from the University of Cambridge and Anglia Ruskin University) to create a dedicated, comprehensive proficiency tool.

Review date 23.9.26