

Lady Margaret Primary School



Where children come FIRST

English as an additional language and Mid-year arrivals Policy

Last reviewed: July 2022

Statement of Commitment

At Lady Margaret Primary School, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils who are new to English and have varying degrees of English proficiency, enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Through quality first teaching based on experiences and the development of oracy skills, we aim to meet the language needs of our learners.

Definition

In defining EAL we have adopted the following definition:

Definitions of an EAL Learner: - "First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become" DFES Guidance 2007.

Bilingual Learner:- "Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages" DFES Guidance 2007

Advanced Bilingual Learner: - "Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but At Lady Margaret Primary School. We refer to EAL pupils as: Pupils new to English and Bilingual Learners.

Aims

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language. The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language(EAL); therefore raising pupil achievement and aspirations.

English as an Additional Language – An overview at LMPS

As many as 98% of our pupils are designated as EAL (see EAL definition) and there are approximately 25 languages spoken in families homes (not including dialects).

However, a great many of these are considered advanced bilingual learners. ABLs (see Advanced Bilingual). There is a misconception that Advanced Bilingual Learners need less support than new arrivals but this is not always the case. Due to the numbers of pupils that are ABLs at LMPS quality first teaching in every classroom must be planned to take into account the needs and requirements of ABLs. Work on vocabulary, semantic links, grammar and spelling must be systematic and structured to ensure that these children are exposed to all areas of the English language and can learn the skills to produce high quality work that does not contain typical errors consistent with ABLs. A high level of visual and practical resources are also encouraged.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

Meaningful Learning opportunities and strong Motivation leads to rapid Progress and high levels of Success

Planning and Progression

Lady Margaret Primary School is proud to offer an inclusive environment where all children can learn.

We recognise the research that suggests that language **acquisition** is best supported by immersion in a quality, language rich environment, together with specific targeted support to enable **functional language** to develop rapidly.

Reception and KS1

In line with research, pupils will join their classes and be emerged in the quality language used within this setting. Pupils will then be provided with additional sessions in phonics and maths to develop their understanding. They will be supported to read daily and will be assessed every half term in line with the school assessment processes. They will participate in all other class activities as normal and class teachers will be expected to offer differentiated work at an appropriate level, based on the advice/suggestions given in the EAL Handbook and the differentiation guidance.

KS2

Pupils who join the school in years 3 -6, from abroad, will be part of an Initial Induction Program for 6-8 weeks. During this time, pupils learn phonics and survival English.

Children joining mid-term who fit the criteria will join the induction program and based on the child's needs may be offered additional sessions.

They will participate in all other class activities as normal and class teachers will be expected to offer differentiated work at an appropriate level, based on the advice/suggestions given in the EAL Handbook and the differentiation guidance.

Use of the pupils' own language(s)

EAL children are actively encouraged in school to use their home languages. This will aid their understanding of new vocabulary.

Home language maintenance

It is very important for children learning English as an Additional Language (EAL) to continue to use their first language at home. First languages help families share values, traditions and cultural identities. If children can speak and write in their first language, they can make new friends in their community and keep in touch with family and friends in their own country or region. Children who can speak another language can also learn English because they see when words are similar (or have a similar meaning). They can also use what they know about grammar and pronunciation in their first language to help them with English grammar and pronunciation. This is also the same for learning other languages.

Access for all

- EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but 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.

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- Some EAL pupils may have a special educational need and in such cases pupils have equal access to school SEN provision, in addition to EAL support.
- EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND policy.
- Teachers are expected to provide additional resources to support EAL learners in the classroom.
- EAL pupils should sit with a higher attaining, articulate 'buddy' in order to be exposed to high quality language.

Assessment

- All EAL learners in both KS1 and KS2 who arrive with little or no English must be tracked using the assessment sheets for reading, speaking and writing until they are secure C learners.
- All EAL learners in KS2 who arrive with little or no must be assessed on their phonics progress using the Little Wandle assessment booklets until they are able to read phase 5 sound.
- New EAL learners will be assessed in reading, writing and speaking upon entry.

The Role of the Leader

The leader leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Prioritises improvements for the teaching and learning of EAL provision across the school and contributes to the school improvement plan, in consultation with the Headteacher and Governing Body.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in History.
- The subject leader will monitor children's progress and will monitor and evaluate provision in the school by conducting regular work scrutiny, learning walks and deep dives. They will use this data to inform the subject development plan, which will detail how standards in the subject are to be maintained and developed further.
- Leads by example
- Model lessons, as appropriate, to new staff, ECTs and peers to support continued professional development
- Ensures that all staff have access to year group plans and the relevant resources which accompany them.
- Provides 'expertise' to assist staff in the delivery of the curriculum.
- The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.

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- Regularly prepares, organises, and leads insets and CPD activities to support staff professional development – especially Lesson Study - and provides coaching and feedback for teachers to improve pupil learning.
- Evaluates, on a regular basis, the policy and scheme of work to ensure they form the basis of practice of EAL provision within the school.
- The subject leader will, on a regular basis, organise, audit and purchase whole school and class-based resources.
- Reads widely around pedagogy relating to the learning and teaching of pupils who have English as an additional language; takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading.
- Develops opportunities for parents/carers to become more involved in provision.
- The subject leader will extend relationships and make contacts beyond the school.
- Work closely with the parent ambassador.