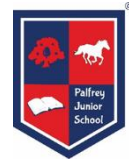


# Palfrey Junior School EAL Policy



## **Rationale**

We celebrate the fact most of our children speak more than one language and acknowledge their ability to use a variety of community languages. At Palfrey Junior school the home languages of pupils are valued and celebrated within lessons. Many members of Staff are also bilingual. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. While most children at Palfrey have a strong command of spoken English, many have difficulties because English is not spoken at home, and as a result grammar and vocabulary development can become an issue. It is our aim to provide all children with the chance to reach their potential and boosting their command of the English language is paramount to this. The school also frequently enrolls pupils who are new to English and their needs are met by the support of the Inclusion manager and class teachers encouraging inclusion and providing necessary skills to allow access to the curriculum.

Children who are learning English as an additional language have skills and knowledge about their home 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.

## **Aims**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At Palfrey Junior School teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing; (read write inc literacy programme)
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- Using speaking frames to develop grammar and enable progress in the acquisition of language throughout the school. (teachers use Tower Hamlets a progression in language to pitch language structure correctly)

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning; or use of teaching assistants to enable access to text via pre-teaching and guided reading.
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children
- by use of bilingual teaching assistants
- Training all staff in scaffolding and developing language structures.
- Using visual and concrete resources where possible.
- Offering a new to English language club to teach basic vocabulary.
- Providing picture dictionaries to children with little English.
- Pairing new to English children with confident English speakers to model spoken English.

### **Curriculum access**

All children at Palfrey Junior School follow the curricular requirements of the Stage and the Children with English as an additional language do not produce separate work, unless within a focused target intervention group. Support is more usually offered in groups within the class room by the T.A.

Where a pupil is new to English will be given support in class or withdrawn from literacy and maths lessons to bring their English to a level where they can get the most from lessons. They will return to class as soon as possible.

## **Assessment**

We use the Solihull EAL tracker assessment system to base line pupils who are new to English and monitor their progress.

Data is tracked separately so their progress can be tracked. The Inclusion Leader discusses progress with teachers and uses the information to advise next steps and organize appropriate interventions.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

For the written mathematics test at Key Stage 2, we can provide verbal translations of words or phrases in the test papers which we think are likely to prove difficult for children in their first year in the English school system. For the mental arithmetic test at Key Stage 2 we can provide a verbal translation of the test to children who have limited English, and who joined the school after 1st September in the year preceding the tests

**Policy reviewed on 18.12.23 by Mrs K. Shaw.**

**Next review December 2026, or sooner should changes occur.**