



Children and learning at the heart of
our CARE-ing community

Old Fletton Primary School EAL Policy

Version 3 - July 2018

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

English as an additional language	This policy is a statement of our aims and strategies to ensure that EAL pupils fulfil their potential.
Purpose	This policy outlines the identification and provision that is in place for children who have been highlighted as having English and an additional language.
Linked policies	Teaching and Learning Policy SEND Policy CLOOS Policy Equal Opportunities Policy

What is the policy for?	This policy is to ensure a common understanding about how we meet the needs of our pupils with EAL.
Who has devised and contributed to this policy?	This policy has been devised by the EAL Co-ordinator, originally ratified by Governors and maintained by the school.
How will this policy be communicated?	This policy is available on the school website and in the Headteacher's office.
How will this policy be monitored?	This policy will be monitored by regular informal conversations with the EAL Co-ordinator and Headteacher and reviewed every 2 years inline with the policy monitoring schedule.

1. Introduction

Old Fletton Primary School (OFPS) exists to provide high quality learning and teaching in a supportive and caring environment to develop the potential of each student. “English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects. Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. All EAL learners have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.” (Ofsted Guidance for EAL, 2012)

Old Fletton Primary School recognises that:

- Pupils come from diverse linguistic, cultural and educational backgrounds
- Some pupils will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language.
- Other pupils will have had little or no formal education and might not be literate in any language.
- Some children with EAL will be gifted or talented; others will have learning difficulties and/or disabilities.
- The Every Child Matters outcomes are paramount in the education of all pupils:
 - Be healthy - Stay safe - Enjoy and achieve - Make a positive contribution - Achieve economic well-being

2. The Learning Environment

Everyone in the school community has a part to play in the creation of an effective learning environment for all pupils. The school provides support for pupils, teachers and parents / carers to meet the needs of those children on the EAL register. All partners have an important role to play.

3. Staff Responsibilities

Staff responsibilities and duties with regard to EAL are defined as follows:

EAL Co-ordinator

- To facilitate a positive start to school for EAL pupils through effective induction procedures, including an informal meeting with parents of all new EAL pupils to gather information about the pupil’s family and educational background. This is used to produce an individual ‘Pupil Profile’ which is given to the class teacher as well as being placed on their file.
- To facilitate effective assessment on entry and monitor attainment and progress of pupils, working closely with curriculum and phase leaders to ensure those on the EAL register make at least expected progress in their learning and have their needs met within the curriculum and school life.
- To collect and collate levels of proficiency for all EAL children and pass these to the school office for entry onto Scholarpack, ensuring correct information is uploaded during Census days.
- To ensure all EAL learners are able to access the National Curriculum and the Early Years Foundation Stage within a whole school context.

- To establish effective liaison and working partnerships with parents and relevant agencies to provide the maximum support for pupils.
- To listen to the views of EAL pupils.
- To monitor and evaluate the provision for EAL pupils using the school monitoring cycle and documentation.
- To support the school's CARE values.

Curriculum Leaders

- Have the responsibility to ensure that the EAL policy is implemented within their curriculum areas.

Class Teachers

- To understand the individual needs of EAL pupils they teach.
- To liaise with the EAL Co-ordinator regarding the progress of EAL pupils.
- To plan appropriately differentiated lessons and activities for pupils (adapt lessons and resources to ensure that the needs of the pupils they teach are met).
- To manage Teaching Assistants who are working with EAL pupils.
- To be involved in target setting for named pupils through the Pupil Progress Cycle.
- To set appropriate and accessible CLOOS.

Headteacher

Has overall responsibility for the learning environment and monitoring and evaluating the work of the EAL Co-ordinator, curriculum leaders and class teachers.

Governors have a duty to:

- fulfill their statutory duties to pupils with EAL
- participate in appropriate training
- review the policy in line with Governors' policy review calendar
- evaluate the success of the education provided for those with EAL, through evaluation of the impact of provision
- constructively support and challenge the EAL provision, ensuring that it is developed effectively and consistently

Pupils should:

- embrace the challenge of learning within and beyond the classroom

Parents / Carers should:

- have the opportunity to take part in consultations about their child and work in partnership with the school to meet their child's needs.

4. Provision of Support

Additional support may be provided through different strategies:

- all newly-arrived pupils on the EAL register will undergo an initial assessment in listening, speaking, reading and writing using the EAL proficiency stages descriptors to assess proficiency in English on the DfE scale. Progress will be regularly reviewed in line with the school assessment cycle.
- further assessment can be made where appropriate using "First Language Assessment".
- additional assessments are carried out in line with whole school systems e.g. CAT testing...
- differentiation by selection of resources
- development of resources, including first language resources and visual prompts and supports
- use of ICT

- differentiation by task, including opportunities to use first language
- differentiation by adult support
- in class support and partnership teaching
- individual and small group support
- homework support
- peer support for learning and in wider aspects of school life.

5. Community Links

- Teachers keep parents regularly informed about pupils' progress both informally and at parents' evenings.
- Parents are provided with whole-school information via newsletters and school letters, which are translated where possible.
- The encouragement of family to family support through organised events.
- Free English language classes are run at the school for EAL parents.

6. Working with outside agencies

The school will complement and supplement its support network by working in partnership with other schools, professionals and outside agencies, including Peterborough EAL Academy.

7. Use of Resources

The Governing body, through the FRESH committee, will allocate funds to meet the needs of the pupils with EAL.

8. In Service Training for Staff

Teaching staff will attend all relevant training that enhances their knowledge and understanding of EAL both within and outside school.

9. Complaints

The school has a clear complaints policy which should be followed. Any concerns about an individual child should be referred, in the first instance, to the class teacher or EAL co-ordinator. Complaints relating to the implementation of the EAL policy should be referred to the headteacher.

10. Review

This policy will be reviewed every two years.

Current EAL Co-ordinator - Helen Veneziano