

# Lantern Learning Trust EAL Policy

This document is a statement of the aims, procedures and strategies for provision for New to English and bilingual children at school within our trust. In our schools the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our 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. As a trust we acknowledge that the need for support with English development is not a Special Educational Need, but we recognise that some children learning English as an Additional language may have some Special Educational Needs. Children who are learning English as an additional language 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. As a staff, we recognise the right and entitlement of all children to full and equal access to the National Curriculum. We also recognise that children who have English as an additional language are entitled to learn in an environment free of spiritual or cultural discrimination.

## AIMS

- The key 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 at various stages.
- We intend to ensure that bilingual children build on their prior knowledge of their first language and culture, and retain their own cultural identity.
- Due to the nature of our schools and the high mobility of their pupils, we intend to ensure that there is a consistency of approach when inducting, welcoming and settling new families into our community.
- To ensure that all staff feel confident in planning for the efficient progress of New to English and EAL learners.
- To ensure that all staff feel confident in assessing and monitoring the progress of EAL and New to English pupils.
- To positively ensure that parents of ethnic or linguistic minorities are welcomed into the school and that their contribution to the full life of the school is valued.

## INDUCTION

Within the trust, we understand the importance of welcoming new families into our community and ensuring that the children's transition into a new school and a new area is smooth and consistent. We recognise that a child's first experiences of a new school can often have a huge impact on future learning and progress. It is important that all staff involved with inductions of new pupils have a clear role and understand the importance and impact of their input.

As a result, all staff involved in Induction have clear checklists of what they need to do to ensure a smooth transition for both the child and family. **(See appendix A)**

All new arrivals are given a Welcome Handbook when they first visit the school that has information about the school and the local area. **(See appendix B)**

To ensure that all staff have a good understanding of the child's starting point in their understanding of the English language, all teaching staff including TA's have been given an Initial Assessment Booklet. To

ensure this is consistent within our cluster all schools are using the same Initial Assessment. **(See appendix C)**

All schools in the trust now ensure that there is at least two days between the induction and start date, giving teachers time to prepare for a new pupil.

All schools continue to monitor these procedures and the impact that they have on pupils and families.

## **ASSESSMENT**

As a result of monitoring EAL assessment routines and procedures across the trust, all schools have adopted the Bell Foundation Assessment System to ensure that assessment of EAL pupils is consistent across the trust.

This will be used termly to assess New to English pupils working below national curriculum levels and is linked to the statutory EAL proficiency scales outlined by the government which are reported on yearly in a census. **(see appendix D)**

This assessment will be used to inform next steps for children to ensure progress in the classroom environment and in any intervention groups that take place.

Progress for New to English against the proficiency scales is expected to look as follows:

|                     |           |
|---------------------|-----------|
| Prof Scale A 1-10   | = 6 weeks |
| Prof Scale B 1- 4   | = 6 weeks |
| Prof Scale B 5 – 7  | = 6 weeks |
| Prof Scale B 8 – 10 | = 6 weeks |

The statements within B could be done in any order.

A child that was not moving through the Scale at the expected rate may need to be assessed for SEN

## **TEACHING AND LEARNING**

In our schools, teachers take action to maintain the progress of children who are learning English as an additional language by various means. All staff have had relevant training in providing for EAL pupils in the following ways:

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;
- 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;
- 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;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;

- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

It is the class teacher's responsibility to:

- ensure that an initial assessment of language skills is carried out within 3 weeks, using the format provided by the EAL champion.
- Set appropriate targets based on the results above and include information regarding support, monitoring and review arrangements.
- Speak with EAL champion if further steps are required.
- Be aware of and make use of recommended techniques and strategies for supporting EAL children in the classroom, such as training, resources, specialist advice and support.
- Ensure that classroom displays are not stereotypical but reflect awareness and value of cultural diversity.
- Organise where possible a 'buddy' system by introducing the child to another child who speaks the same language,
- Develop own knowledge and understanding of cultural acquisition and second language learning.

The EAL champions have designed a scheme of work which outlines the key steps for the first 4 weeks of teaching for children who are New to English. This includes lesson plans and resources for all year groups.

## **MONITORING**

EAL champions are responsible for monitoring the progress of EAL champions through pupil interviews, looking at children's work, analysing data and observing sessions. Feedback should be given to teachers and SLT as appropriate.

This policy will be monitored and updated yearly in response to and based on the work of EAL Champions across the trust.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_