

# St. Matthew's Church of England Primary School

## EAL and Ethnic Minorities Policy



Our Vision is

‘To enable our whole school  
community to live life in all its  
fullness.’

This school is committed to safeguarding and promoting the welfare of our children and this policy supports this commitment.

Date: Summer 2018

Review Date: Summer 2021

St. Matthew's  
C of E Primary School



### **Mission Statement**

We believe that every child has a right to equality of opportunity and aim to provide this irrespective religious persuasion, ethnic origin, cultural and linguistic background. We believe that education has an essential role to play in promoting positive attitudes towards diversity amongst all pupils.

### **Aims**

- To provide pupils learning EAL with a broad and balanced curriculum in line with the National Curriculum programmes of study. They need to learn language which will enable them to participate in social and educational activities as well as the language of the curriculum.
- To teach English in subject areas as well as subject content.
- To structure lessons and use language in a way that includes the EAL child and develops the learning of EAL.
- To provide a positive, safe, and relevant learning environment.
- To organise and use resources to aid the development of language skills and to use teaching strategies which provide access to the curriculum.
- To use speaking, listening and discussion techniques in all subject areas to improve pupils' language and vocabulary development including those with EAL.
- To accumulate accurate knowledge of the pupil's needs attainment and abilities.
- To facilitate opportunities for children to study alongside English speaking peers, for example, in group work.
- To recognise and support the needs of bilingual learners and ethnic minority children possess.
- To encourage and involve parents in the full life of the school.

### **Key Principles for additional language acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A distinction is made between EAL and Special Educational Needs.

- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

- **Teaching and Learning**

Planning and Differentiation:

The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

Literacy and Numeracy:

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the Order for English.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

## **Strategies**

Pupils may be supported in a variety of ways to suit their needs. Much of the support is designed to be embedded into good teaching practice. Teaching practice that encourages speaking and listening, peer support and awareness of possible language difficulties and need for language development. Our Teaching Assistants are highly motivated and can also be used to deliver the speaking and listening, reading and writing activities provided.

- **Speaking and Listening Tool Kits:** This includes- two boxes containing resources and activities specifically linked to the EAL stages. The boxes also contain instructions on how to use the activities and resources appropriately. Each box is suitable to either key stage one or key stage two pupils.
- **Communication groups:** Children work in small groups to develop their vocabulary recall and conversational English. These small groups provide children with an

opportunity to pre-learn key vocabulary and rehearse their use of language alongside peers who are also learning English.

- **Buddy system:** As with any new pupil to the school a child who has English as an Additional Language is paired with a child in their class to support their inductions into the school.

### **Planning, Monitoring and Evaluation**

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

The pupils' level of English is identified with reference to Stages of English as an Additional Language and with reference to the National Curriculum.

Staff regularly observe, assess and record information about pupils' developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

### **Special Educational Needs and Gifted and Talented pupils**

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

### **Assessment and Record Keeping**

Evaluation of the day to day progress of EAL pupils is an ongoing process and very much part of our practice. The children's progress in class is monitored by the class teacher.

### **Resources**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

In our school libraries and class libraries we have a variety of books which promote cultural diversity.

### **Parents/Carers and the Wider Community**

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, visual cues and translators/interpreters.

We aim to work closely with members of the wider community to support our EAL pupils.

### **Staff Development and Whole Staff Responsibility**

The EAL coordinator attends appropriate training provided by the borough.

The EAL coordinator works closely with all staff to update them on resources and to provide support.