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The UK Government defines EAL learners as:

*‘A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.’*

**Background**

At d’Auvergne, we value the diversity and heritages of all our communities.

* **The role of language**

At d’Auvergne, we understand that language underpins a child’s ability to access the curriculum and learning, make friends, communicate and maintain relationships with their family and their community.

We recognise that a child’s proficiency in English provides the foundations for accessing higher education and supports career development.

* **How should this EAL policy be used and interpreted?**

We expect all staff working with our children to access and implement this policy. We want parents to read and implement the relevant aims in the policy, recognising our visions and goals for supporting EAL children.

* **Context**

In d’Auvergne our main languages are English (over 60%), Portuguese (16%), Polish (12%) and Romanian (3%). Among the remaining school languages are Hungarian, Shona, Finnish, French, Russian, Thai, Spanish and others. Our EAL pupils come mainly from Europe, but we also have children from Asia, Africa and South America. At least 15 languages are spoken by over a third of our pupils.

* **Language and identity**

We recognise that first languages play an important role in building a child’s identity. Embracing our EAL children’s cultural and language heritages helps to create the foundations for building a child’s confidence, sense of belonging to a minority group and to our school community.

* **Use of the children’s own language(s)**

Pupils at d’Auvergne are encouraged to use their first languages, along with English, at home and at school for academic and social purposes. Language plays a significant part in a child’s identity and provides strong foundations for an EAL pupil’s relationships with family members in Jersey and in their home countries.

In d’Auvergne, we are aware that a secure knowledge of the first language provides a strong foundation for the development of English and we create opportunities to use and build on learners’ first language.

* **Provision for pupils developing English as an Additional Language:**

Five Strands support the basis for our EAL provision:

* 1. School Environment
  2. Pupils
  3. Teaching Staff
  4. Parents
  5. Cultural Projects and Activities

Each calendar year, an ‘Action Plan’ based on the Five Strands detail, the tasks, roles, responsibilities and deadlines for each Strand. Our Five Strands demonstrate a holistic approach to supporting EAL across the school by:

- Multilingual school signage and displays, induction packs in mother tongue;

- Raising pupils’ awareness of the benefits of being competently bilingual, recognising that international pupils help to develop the plurilingual and pluricultural competence of the whole school community;

- Enhancing pupils’ skills to support each other on the playground / classroom and developing their emotional intelligence (Young Interpreters Scheme, from Jan 2021);

- Inclusive teaching that enables an effective development of CALP (Cognitive Academic Language Proficiency) which, in turn, ensures a more inclusive curriculum;

- Parents speaking first languages at home and sending their children to supplementary language schools;

- Bilingual parents contributing to the translation of school documents and topic displays i.e. recognising parents’ bilingualism as an asset;

- Celebrating multilingualism in school by carrying out language-based projects, running language clubs and marking special days.

* **Access to the curriculum**

We ensure that all our EAL pupils are able to access the Jersey Curriculum. We do so by giving EAL a high profile in our school. EAL Action Plans are produced annually and form part of the School’s Development Plan, supporting the progress of this important characteristic of d’Auvergne School.

* **Diversity, equality and inclusion**

We recognise our school’s diversity by inclusive teaching strategies; use of first languages in the classroom; bilingual dictionaries; signage and digital applications. We celebrate special days, such as International Mother Language Day, International World Book Day and European Day of Languages. In addition, pupils will have access to a variety of Language Clubs, which focus on developing language, thinking and translation skills.

**Statement of aims and commitment**

Our aim is for all EAL pupils to access the curriculum using high level thinking skills (re Bloom’s Taxonomy), so the cognitive challenge in lessons remains high while they are using and developing language. We want them to develop English in the four language strands (speaking, listening, reading and writing). We aim to inform all stakeholders of the importance of developing children’s first language in order to increase EAL pupils’ attainments, social integration and identity. Additionally, we all would like to increase our awareness of our school languages and cultures to develop our competence in them.

Every term, we shall report on the number of EAL learners at different bands of the DfE Language Proficiency Scales. Support and interventions will be adjusted in response to this data.

**Key principles for second language acquisition**

We aspire for our children to be highly competent in additional language acquisition including home and foreign languages in the four language stands. We encourage our children to attend the Portuguese Language School and Polish Saturday School (based in d’Auvergne School).

* **Home language maintenance**

We aim for all members of our community, especially staff and parents, to recognise the importance of not only maintaining, but also developing home language. We provide parents with tips and strategies to read with / for pupils and talk about the lesson content in their mother tongue, to develop children’s CALP (Cognitive Academic Language Proficiency) in their first languages to ensure that they become highly bilingual.

* **An inclusive curriculum**

Our children will learn in an environment that enables all of them to access the curriculum.

We aim to make our curriculum inclusive by using a range of strategies. We use familiar contexts; visuals and gestures; translations and dictionaries. We include international books linked to the classroom names (capital cities of different countries). We send lesson content and key language home to parents. We use EAL friendly scaffolds to develop different language functions and structures (including cognitively demanding ones) that will support the practising of relevant language structures.

**EAL Teaching and Learning**

* **We aim for all staff to:**
  + Have a secure knowledge of the principles of good EAL pedagogy;
  + Have high expectations of all EAL children;
  + Use EAL strategies in the classroom (e.g. Substitution Tables, Graphic Organisers, incorporating Collaborative Work and Information Exchange Activities in the lessons, providing extra supporting visuals);
  + Provide access to (and use) bilingual dictionaries, use Wikipedia in L1, Wikipedia for Kids;
  + Pair EAL pupils with good speakers of English and with pupils who share their home language;
  + Include language objectives, in addition to learning objectives, in lesson planning.

**Planning, Monitoring and Evaluation of EAL (including Assessment and Record Keeping)**

* **Curriculum planning**

Teachers will be expected to identify in their planning how they will be supporting the needs of the EAL pupils in their class. In addition, in Early Years Foundation Stage the classroom teachers will refer to the document ‘Guiding Principles for practitioners working with EAL learners in the Early Years Foundation Stage’ published by the Bell Foundation and use the variety of strategies recommended there.

* **Target-setting (curricular and linguistic)**

From 2020 d’Auvergne will implement the Bell Foundation Assessment to plan teaching and monitor EAL pupils’ progress. This will include a mainly observation-based initial assessment to develop a pupil’s profile. This assessment will take into consideration previous schooling, languages spoken at home etc. Throughout the year, teachers will assess selected EAL pupils in the four strands once per half term and set language targets.

* **Observing, tracking, monitoring**

Progress will be monitored once per half term by a classroom teacher with, if necessary, the support of the EAL Lead.

* **Record-keeping**

The Assessment Record will be stored in the Bell Foundation Assessment Tracker (one copy per pupil).

**Special Educational Needs and Gifted and Talented Pupils**

It is clear to all staff at d’Auvergne that SEN needs and EAL needs are very different. A set of filter questions (provided by the Bell Foundation) assist us when considering SEN and EAL.

The following questions should be fully considered in teachers’ planning and when SLT review assessment tracking, attainment and progress of all pupils:

* Do pupils with EAL on, either the SEN or Gifted and Talented Registers, have equal access to the school’s provision?
* Are pupils with EAL fairly represented on these Registers?
* Are pupils with EAL fairly represented in intervention groups? If not, are there good reasons for this?

**Resources**

* **Staffing**

Kamila Kruk, was appointed as EAL Lead from January 2020. She is supported in her role by the Head Teacher and SENCo (Line Manager). Two more bilingual staff (Teaching Assistants) are native speakers of Portuguese and Polish.

* **Dictionaries and dual language resources**

Dual language dictionaries are available in every classroom. The materials on our website include links to online dictionaries in community school languages, links to Wikipedia for Kids, Wikipedia in first languages and bilingual glossaries.

* **Visual support**

All teaching staff have received both ‘in house’ training including use of Substitution Tables and Graphic Organisers and an external training: Welcoming International New Arrivals to Your Class and Developing Writing Skills in More Advanced EAL Learners

* **Peer support (e.g. Young Interpreters)**

The Young Interpreters Scheme will be introduced from January 2021.

* **Intervention groups**

A REAL Box supports us to meet the needs of some beginners, for the first 6-8 weeks, during short withdrawals sessions. For some EAL KS2 pupils on Bands A and B we are in the process of preparing short Induction Sessions with links to curriculum for the first 6-12 weeks after their arrival.

At d’Auvergne we implement ELKLAN ‘Time to Talk’ and WELLCOMM strategies. TAs have been trained on ELKLAN Level 1. Our EAL Lead is trained to ELKLAN L3.

All of the strategies above are part of journey towards d’Auvergne becoming a Communication Friendly Setting.

* **Language Schools**

d’Auvergne hosts a Polish School on Saturdays, which most of our Polish pupils attend. Our numerous Portuguese pupils access extra after school lessons delivered by a Portuguese Teacher from the Comões Institute.

Additionally, d’Auvergne is supported by a Portuguese Teacher from Camões Institute and by a CYPES EAL Lead Keyworker (they both provide several hours per week in total of in-class support).

**Jersey Premium**

Those pupils who are eligible for Jersey Premium will benefit from additional support, beyond that is which is ordinarily available. The extent of this support will depend on the needs of the individual pupil.

**Staff Development**

All staff are informed of the School’s EAL Action Plan.

‘EAL Lunch and Learns’, prepared and delivered by the EAL Lead, are available to all staff, supporting a range of EAL issues.

The EAL Lead supports teachers in the implementation of the Bell Foundation Assessments. EAL research is shared, keeping staff up to date with the current EAL findings. The EAL Lead supports teachers during planning time. EAL Induction Packs are reviewed regularly and extended to reflect the main school languages. The EAL Lead coordinates special days, e.g. IMLD. They also have responsibility for coordinating the work of the EAL bilingual staff from the EAL Team and language clubs.

Support is also available and accessed from the CYPES EAL Team.

**Monitoring, Review and Evaluation of Policy**

The EAL Lead, SENCo Teacher and Head Teacher will review the EAL Policy annually.