

EAL Policy



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The UK Government defines EAL learners as:

'A learner of English as an additional language (EAL) is a pupil whose first language is other than English.'

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become.'

Background

- **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 and others. Our EAL pupils come mainly from Europe, but we have also 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.

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

- **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 details the tasks, roles, responsibilities and deadlines for each Strand. Our Five Strands demonstrate a holistic approach to supporting EAL across the school:

- Multilingual school signage and displays, induction packs in mother tongues;
 - Raising pupils’ awareness of the benefits of being highly 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 send their children to supplementary language schools;
 - Bilingual parents are encouraged to contribute to translation of school documents and topic displays i.e. recognising parents’ bilingualism as an asset;
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- 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). 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 our 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 the 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.

- **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: familiar contexts; visuals and gestures; translations; dictionaries; sending lesson content and key language home to parents; and EAL friendly scaffolds to develop different language functions (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 LI, 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.
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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'

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

From 2020 d'Auvergne will implement the Bell Foundation Assessment to plan teaching and to monitor EAL pupils' progress. This will include a mainly observation-based initial assessment. Teachers will assess selected EAL pupils in the four strands once per half term and set up 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 kept in the Bell Foundation Assessment Tracker (one sheet 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.

- 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?
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Resources

- **Staffing**

An EAL Lead, 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 complete beginners, for the first 6 weeks, during short withdrawals sessions.

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.

Additionally d'Auvergne is supported by a Portuguese Teacher from Camões Institute who supports in class 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 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.

Lunch and Learns 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.

Monitoring, Review and Evaluation of Policy

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