**Willow Park C.E Primary School**

**EAL Policy**

At Willow Park we are proud of the linguistic diversity within our school community and we encourage all children with EAL to use their whole linguistic repertoire for learning. Alongside the specialist provision for some of our new arrivals from overseas, we aim to provide opportunities in every class for all children to celebrate and use their home languages to play and learn.

We also aim to support children’s developing English by being aware of their language needs, by providing opportunities to learn new vocabulary and grammar and by teaching children to read quickly through our structured phonics programme, Read Write Inc.

**Our School**

**We are a small school in the heart of the diverse city of Bristol. There are approximately 20 languages spoken in the school and this number fluctuates due to the high mobility within the community.**

Many of our pupils are newly arrivals and many of those are refugees and asylum seekers. We have a large group of children recently arrived from Afghanistan, as well as new arrivals from China, Hong-Kong, Ukraine, Cuba and El Salvador.

We are situated close to hotel accommodation for refugees and asylum seekers and close to the University of Bristol where many post graduate students from overseas come to study, bringing families with them.

Therefore, over 25% of our children are **New to English** or in the **Early Acquisition** stage. In EYFS and KS1 these pupils are taught in mainstream classes where the curriculum is adapted to meet their needs. In KS2, these children are taught in our specialist EAL class where there is a bespoke curriculum for EAL learners which can be adapted for children with a range of prior learning and experience.

**What counts as EAL?**

EAL includes all learners who are exposed to a language other than English at home, even if their English is more developed than the home language.

We use the Bell Foundation’s Levels of Proficiency to assess and monitor children’s EAL progress.

**A**. As a general rule, **New to English** learners tend to be in their first two years of learning English. They need listening to be highly scaffolded and repetitive so that they can follow patterns and link sounds to actions and meanings. They will need considerable support to access curriculum content especially the further up the school they are, when they arrive.

**B**. **Early Acquisition learners will be able to understand and process speech** that is delivered sympathetically. They will be able to respond to simple and familiar questions and instructions. They will be able to decode some letters and words. They will still need a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support is on effective communication and ‘meaning making’. At these stages fluency and building confidence is more important than accuracy. We will be praising all attempts to speak, understand, read and write in English.

**C.** Pupils who are **Developing Competence**, have typically been learning English for between two and five years. At this stage learners will be more confident in communicating in English and will be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

D. **Competent** EAL users will be able to listen in a wider range of contexts and functions. Their reading will enable them to access most of the curriculum independently. They will be able to control the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

E. **Fluent** EAL learners will be able to write accurately and independently in a variety of genres They will show competence in fluent, creative use of spoken English and show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

**Key principles for second language acquisition**

At Willow Park we understand that outcomes that show that bilingual pupils underachieve compared to monolingual peers, are due to pupils having to learn through a language in which they are not proficient. When pupils are able to use their home languages for learning, their English academic language proficiency benefits, leading to positive educational outcomes.

We know that that the languages used by an individual, function through the same central cognitive system. This means that the stronger and more developed the first language is, the easier it is to learn the second and subsequent languages.



Each side of this dual-peaked iceberg is divided between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Language categorised as BICS is used more frequently (so it shows above the water’s surface), while language categorised as CALP tends to be heard less and takes longer to acquire.

At Willow Park we therefore encourage the use and development of pupil’s home languages by –providing opportunities for home-language partner talk where possible, encouraging parents to use the home-language and not English at home, making dual language stories available, using the children’s home languages in displays and signage in the classroom and around the school and celebrating and sharing all the languages in the school community.

**5. EAL teaching and learning**

Pupils in Golden Eagles class follow a bespoke curriculum and pedagogy based on the following principles-

**Preparing pupils for successful integration into the mainstream UK school system**

Routines

Literacy

Maths

Play

The Language for School

High Expectations

Equalities

**Building on funds of knowledge and identity and cultural capital.**

Map of home country in relation to UK.

Food, buildings, clothes, culture

What’s the same and different?

**Promote multilingualism and maintain a language rich learning environment.**

Multilingual aural and print environment

Praise all attempts to make meaning

Bilingual dictionaries

Dual language stories

**Provide opportunities for children to reflect on their migration journey through creative arts**

Art, film, stories and photos

Models

Paintings

Collage

**Promote independent and collaborative learning**

Who understands?

Work it out together.

Who can help?

When you teach, you learn.

Practising

Independent work folders

**Keep cognitive challenge high whilst proving language support.**

Scaffolding – fill the gap

Choose the correct word

Picture dictionaries,

Modelling

Word banks

Grapheme charts

**In the mainstream**

All children in EYFS and KS1 and those whose phonic knowledge and reading ability is below the level of the year group will have their reading and writing taught through our Read Write Inc programme which is taught in homogenous groups.

Meeting the needs of a diverse range of learners with varying degrees of English in a multi-lingual learning environment is a challenge and needs additional resources and planning. With new arrivals it is important to build on what they already know and include culturally responsive learning experiences.

Children who are New to English or at the early acquisition phase need lots of hands-on activities and to be able to follow their interests and work independently. This means there should be continuous provision so that children are still able to develop skills and knowledge when the focus of the main class is not appropriate. This might be learner led activities such as in EYFS or phonics and number games and activities pitched at the right level and in independent learning folders for older children. Classroom organisation will reflect this provision for learners at the early stages of learning English.

Children will need specific opportunities to hear and practise the language for school and will often be supported through intervention work.

Using visuals enables learners to access whole class teaching with language support and key vocabulary in home languages. Having some experience of the concepts and vocabulary in advance of the lesson can also support children to access learning. Children will have independent activities simplified and can be encouraged to respond to learning through drawing and using their early phonics knowledge as it develops.

As children move through the EAL stages and are **developing competence** (usually after at least two years and often longer) they will need support to develop CALP and EAL assessment data can be used effectively to set targets and plan learning. For example, pupils are likely to need explicit sentence constructions and grammar teaching to be able to use connectives, different tenses and noun verb agreement.

**Competent EAL learners** benefit from additional support with descriptive language, modal language and tenses.

**We use the Bell Foundation EAL Assessment Framework for Schools**

New arrivals may be almost silent when they realise that their home language is not understood by others in their new environment. This usually lasts between 6 weeks and 6 months. Children who are able to communicate in their home language at school and who hear other New to English language learners using English words are less likely to have this silent period.

At Willow Park after the first term or the first 8 weeks, when teachers are assessing and recording learning of other pupils on Target tracker, new arrivals and other EAL learners should be assessed using the Bell Foundation Framework.

The assessments should be updated termly and where a child appears to be making slow progress with English language development, a target should be set and shared with other adults who work with the child so that specific learning opportunities can be provided.

**SEND and EAL.** Because we know about the silent period, we wait at least 6 months before considering that a child slow to use English might have a learning difficulty. However, some indicators of SEND are apparent whether or not the child is using English and any such observations should be shared with SENDCO.

**The EAL Lead** will be responsible for promoting home language use and being an advocate for children with EAL and their families. They will be responsible for providing CPD for staff where it is needed, keeping an updated register of children with EAL and their home languages.

They will collect EAL assessment data across the school and evaluate it.

Policy Agreed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This policy should be reviewed on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_