

M20 Learning Trust for Beaver Road Primary School



United Nations Convention on the
Rights of the Child
(UNCROC) 1989
Article 29

The education of the child shall be
directed to the development of the
child's personality, talents and mental
and physical abilities to their fullest
potential (1989)



EAL Policy

Introduction:

At Beaver Road we are a welcoming, inclusive and safe environment for all. Our Equality for Opportunity policy clearly explains that everyone is valued highly and tolerance, honesty, co-operation and mutual respect for others are fostered and lived out. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We are further embedding this ethos by working with Thrive Manchester and Manchester Public Health Team to become an accredited Trauma Informed School. We are a supporting organisation of City of Sanctuary and are on the path to becoming an accredited School of Sanctuary. We are also in the process of achieving the EAL Quality Mark Award with the EAL Academy.

The most recent Census data records 19.6% of pupils at Beaver Road had English as an additional language, between 2019 - 2022 (GOV.UK, 2023). This year, this has increased significantly and currently (March 2023) we have 31% of pupils who have English as an additional language.

Terminology:

The term EAL (English as an additional language) refers to pupils 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.' Source: School census preparation and guidance for 2007 (DfES 2007)

Ethos:

'Creating a culture where values around the inclusion of (Pupils with) EAL are explicit and shared across the school makes for a coherent and cohesive bedrock on which any effective proactive can build.' Evans et al. (2020)

At Beaver Road we will:

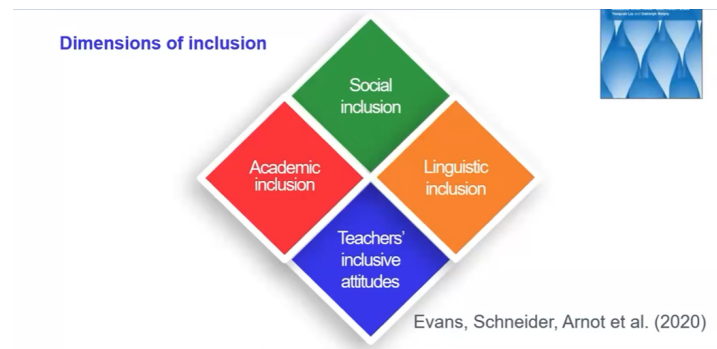
- Take account of the social, emotional, cultural, linguistic and academic needs of EAL children and recognise the positive contribution they can make to our school.
- Welcome New to English children with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- As a 'School of Sanctuary,' be committed to welcoming and supporting refugee families.

- Positively reflect children's language and culture throughout the school environment and make sure diversity is threaded through the ethos and curriculum of our schools.
- Have high expectations of all children, including EAL children.
- Build partnerships with parents as an essential element of working with EAL children.

Children who are new to English face two tasks in school. They have to learn English and they have to learn through English.

Induction Process:

We adopt an inclusive pedagogy informed by the Dimensions of inclusion (Evans, Schneider, Arnot et al. 2020).



Our welcoming process begins before a pupils first day in the classroom. Our process is influenced by the stages recommended by The Bell Foundation (appendix A). It's essential to have an established inclusive environment, as discussed on Nursery World's Multilingualism in the early years webinar. (Nursery World, 2023). Gathering small but significant details is essential and should be acknowledged, details such as meal habits and sleep patterns. A wealth of information assists in preparing the environment for the child and building relationships with parents, respecting them as first time educators (Nursery World, 2023).

As a school we recognise that being bilingual is not a barrier to learning and can have positive associations with achievement (University of Oxford, 2018). We celebrate this from the start. We are fortunate to have a full time family engagement officer. Our engagement officer and administration manager work together to contact the family prior to the pupil start date and gather a comprehensive set of information.

- Initial contact is made with the family to welcome them by administrative manager and Family Liaison Lead.
- Information is gathered in an appropriate way. Translation if necessary, text and email used for easy translation.
- Induction is arranged and led by Family Liaison lead this is informal and home language translation used wherever possible.
- Tour of school delivered and necessary information shared.
- Initial meeting with class teacher and TA.
- Invitation to fortnightly coffee mornings for parents.
- Communication between family and Family Liaison Lead is established and maintained.
- Thorough gathering of information to inform all staff involved in preparing and providing for pupils and family.

Assessment and EAL Teaching and Learning:

There is extensive evidence on 'why understanding learners' proficiency in English is a key factor in determining a pupil's likelihood to fulfil their academic potential and why assessment of proficiency in English is so important' (2022, The Bell Foundation). A clear and consistent assessment process will ensure that learners using EAL, can fully access the curriculum and can make sufficient progress to allow them to demonstrate their understanding in assessments. It will enable practitioners to set accurate language targets and implement the relevant strategies to support learners, which will be key to reducing the learning gap experienced by many EAL learners. It will also support accurate identification of underlying learning needs that could go unnoticed and prompt early intervention.

- Informal assessment takes place during the first few weeks of a child starting school.
- Language support is in place immediately.
- Liaise with relevant staff to collect useful background information.
- After at least two weeks pupils are assessed using The Bell Foundation Assessment Framework we have adopted. Pupils are assessed in listening, speaking, reading and viewing and writing.
- This informs individual targets and helps identify the classroom strategies most applicable to individual pupils. Targets and strategies are informed by The Bell Foundation supporting document 'Classroom Support Strategies: Working with EAL Learners in Primary Settings'.
- Progress is monitored and support adjusted as necessary.
- Communication with parents is thorough and consistent.
- Pupils level of proficiency (assessment) is recorded at the beginning of the year or start date and then every half term.
- Data is recorded on Pupil Asset under EAL, The Bell Foundation Framework.
- EAL is a focus within pupil progress meetings to ensure pupils receive the highest quality intervention and are given every opportunity to reach their potential.
- Staff to make full use of resources provided: Support strategies for every area within the assessment framework, Widgit online translation and resource making tool and languages spoken with school community and network.
- Making slower than expected progress is not necessarily an indicator of additional educational needs.
- Where a learner does not make progress against the Framework's descriptors, a set of filter questions published by Portsmouth EMAS can be used to decide whether the learner has additional needs. These questions help eliminate the external factors that may be affecting progress before making a decision that the difficulty is due to an additional need.

The EAL Lead gathers and analyses data across school in detail every term. From this key information is shared and targets set to further improve provision and support year groups and individual classes. EAL lead will also meet with Heads of Year Termly to support provision and assessment within each year group.

Home Language Assessment:

- Wherever possible, a home language assessment will take place to inform understanding of first language literacy and skills learners using EAL have in their home language.
- Indication of how well developed the home language is and how it can be used to support English language development.
- Indication of what experience and attitudes the EAL learner has towards learning in either language.

Language Ambassadors support learning in the classroom by being advocates for languages taught and spoken in the school. Children support each other with language acquisition through collaborative learning, with Kagan approaches being at the heart of learning.

The really good news is that scaffolding strategies that support EAL children are often equally useful for many other children who are underachieving due to their lack of language for the curriculum. Teachers in schools and settings where all or almost all the other children are white UK pupils will derive benefit from adopting a focus on developing language in their classroom. “Good for EAL, good for all.”



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Appendix

Appendix A



Prior to
admission

PREPARE



Before
the pupil starts

ALERT



The first
days

WELCOME



The first
weeks

SUPPORT