



# EAL Policy 2022-2023

## St Gerard's Catholic Primary School

*"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."*

[illegible]

## Introduction/ Policy Statement

## Aims of EAL Policy

## Halton Borough Council Context

- ## Context of St Gerard's Catholic Primary and Nursery School

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs Tickle.

## EAL Policy 2022-2023

- EAL pupils are entitled to access the full curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to seven years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling correct uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### **Assessment**

All EAL pupils are entitled to assessments as required.

Progress in the acquisition of English is regularly assessed and monitored. This will be achieved by using the NASSEA Assessment Framework for pupils who have English as an Additional Language. This will be used to assess the pupil's level of English and assessment will take place three times per year. The outcome of this assessment will inform the class teacher how best to support the pupil within the classroom, to access our curriculum and participate successfully in school life.

Staff should have regular liaison time to discuss pupil progress, needs and targets.

All assessment methods are checked for cultural bias and action is taken to remove any that is identified. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

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

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and language specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

### **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable EAL pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, grammar, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg pre-teaching, repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

### **Materials**

Our school provides appropriate materials dual language text books (can be loaned from Education Library Service), dictionaries and key word lists. I.C.T., films, maps, and story props also give crucial support. Ipad apps are also used as supportive tools.

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

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

### **Parental/Community Involvement**

- Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

### **COVID19 - self isolation and lockdown remote learning procedures:**

**Should lockdown ever occur again, or a specific self isolation case, then the following procedures will be in place.**

During these unprecedented times, it is essential that we as a school are prepared to support those members of our community who are affected by self-isolation. The delivery of home learning shall continually adjust and improve to focus on approaches to easily and effectively provide work for individuals who need to access remote learning. It is crucial that our EAL families are supported during this time of confusion and disruption, and that home learning materials are accessible and understandable by both parents and learners in order to reduce stress and promote good progress.

All EAL parents will be given a copy of the DFE **'What parents and carers need to know about early years providers, schools and colleges'** in their home language, either via a printed copy or by being sent an online link using the ClassDojo messaging service.

[https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm\\_source=21%20September%202020%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=21%20September%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

Home learning packs will be altered using online translation tools to ensure that both adults and children are clear on the task. Worksheets/texts will be translated appropriately, either using an online tool or with resources photocopied from the Education Library Service. ClassDojo's translate tool will be used to ensure clear contact between parents and teachers, enabling them to understand the feedback given to work that has been completed.

Regular contact will be maintained, to ensure that parents and carers are clear on the home learning requirements and can ask questions or seek help if they are unsure. Parents will be able to communicate with staff regarding children's work and progress through class e-mails and ClassDojo. Staff will communicate with children, providing feedback for their work through the ClassDojo portfolio and messaging system.

### **Phase 1 – Individual Remote Learning**

*(School remains open but an individual is unable to attend for 3 or more days, but is otherwise well and able to work)*

- Teachers will direct parents to the Oak Academy website, BBC online learning pages and any other web pages that can provide immediate support for home learning.
- On the third day of self isolating, subject to the child being well enough, the parent/carer will be directed to online learning packs from the teacher.
- Following testing, the teacher will communicate daily with the child via ClassDojo to give feedback and support and set tasks which are clearly differentiated and translated where appropriate.

### **Phase 2 – Short term/Bubble closure for up to 14 days**

*(School remains open, a bubble – class – is directed to self-isolate for 14 days)*

- Subject to the teacher being well, they will be available from 9:00am- 3:00pm during term time, online via ClassDojo.

- 1:1 support and differentiated tasks will be set with the use of ClassDojo.
- Feedback will be given within 24 hours of assessment of the task.

### **Phase 3 – Longer Term school closure duration beyond 14 days**

*(School is directed not to open to the majority of pupils for an unspecified amount of time longer than 14 days)*

- School will continue to provide learning packs online, alongside paper copies to be picked up or distributed as required.
- New concepts/sounds will be taught through pre-recorded videos that are uploaded onto learning platforms.
- Feedback will be given daily using the ClassDojo system.
- Staff will maintain regular contact with children and parents via the online learning platforms and also through telephone calls. Parents have access to Dojo messaging system as well as class e-mail addresses and Mr Landrum's e-mail address should they have any concerns or issues.

**Agreed by Governing Body:**

**Date of next Review:** October 2023