



St. Nicholas Priory Primary School

EAL Policy and Procedures

1. Statement of Commitment

Pupils who join the school from another country have a vast range of educational experiences.

At St. Nicholas Priory Primary School we look upon newly arrived pupils as an asset and value the contributions they make to our school life.

The School has at present 408 pupils on roll out of which approximately 38% are from different ethnic minorities and their home language is different from English. N.B. 55.3% of pupils are EAL learners in reception.

Altogether there are at least 10 different languages spoken.

2. Our aims

As a school we aim to:

- Provide a welcoming and supportive environment in which will encourage EAL pupils to participate fully in all areas of school life.
- To provide a welcoming environment, actively seeking to put parents, guardians, or carers at ease in what may be an unfamiliar setting by offering translators as and when necessary. Including admissions procedure.
- To value and respect the cultural and linguistic identities of EAL pupils, using these to enrich the learning experiences of all pupils.
- To recognise that the use and development of each child's first language is an essential part of the child's linguistic development.
- Monitor pupils progress regularly against the QCA extended scales and set targets accordingly and integrate EAL pupils into class as quickly as possible.
- To recognise the academic ability of EAL pupils regardless of their current level of English.
- Celebrate pupils' achievements in class and in a celebration assembly at the end of each week.
- Work closely with the EAL advisor in order to evaluate and develop outstanding EAL practices.

- Ensure all staff are trained and updated on EAL developments and strategies'

3. Bi-lingual Staff

At this school there are teaching assistants and support staff available to support pupils with no or very little understanding of English who speak or understand the following languages: Portuguese, French and Spanish.

4. Resources

There are learning materials available in school to support pupils with EAL. These include bilingual dictionaries, dual-language books, and sight words in other languages, games and audio discs. Full use is made of the internet as a language tool; EAL pupils are encouraged to research using their first language where suitable and beneficial. Tablets have been purchased to develop translation.

5. Teaching and Learning

ALL staff will develop appropriate teaching and learning strategies in order to ensure that EAL pupils are at least in line with the rest of the cohort.

ALL staff will monitor progress of EAL pupils through the school MIS system and EAL progress sheets. Appropriate interventions will be put in place as and when necessary.

Inclusive Classroom practices will be followed to ensure EAL pupil progress at least in line with the rest of the cohort. This practice will include bilingual text, dictionaries and displays of other languages/cultures and clear labelling of visuals.

New EAL Pupils

We define new EAL pupils as children who have not had a consistent education in this country for the past year. Many of our children have stayed in more than one other country and/or another school before arriving at St. Nicholas Priory Primary School.

Our EAL pupils fall into two categories, those that are literate in their home language and those that have had no experience of learning to read in any language. In the former case the children may have some experience of English but will require support to acquire fluency in English and to accelerate their vocabulary acquisition. The latter group require more intervention. We follow a procedure of Admissions for New Arrivals. (See Appendix 1).

Buddies

We provide buddies who help all new pupils settle into school by showing them around the school, explaining the rules and routines of school and the class, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom.

Outstanding EAL Class Practice for new arrivals

A welcoming environment in class helps the pupil settle in quickly. Class teachers and support staff aim to provide a stimulating, supportive, multi-sensory environment which supports the learning of all pupils not just the EAL child.

Planning and Teaching for new EAL pupils

Depending on their level of English language, EAL pupils are taught either in mainstream classes for the whole school day.

Teachers and EAL staff plan and teach lessons taking into account ways to support bilingual learners. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs and in collaborative mixed-ability groups where peers can support the EAL learners. Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.

Initial Assessment

At St. Nicholas Priory Primary School we assess New Arrivals as soon as they arrive at school.. Staff complete an initial report to evaluate the pupil's current English language acquisition giving them a stage on the QCA extended scales. They will then communicate with class teachers to report on findings and give them as much support as possible to help the child to settle in.

(See Appendix 2 for success criteria for new arrival induction.)

Appendix 1

Procedure for admissions of new arrivals

Pre-admission

1. Parents/carers complete admissions form.
2. Interview arranged with parents/carers (date/time of interview written down for parents/carers).
3. Interpreter arranged if needed.
4. Welcome pack (translated school brochure and EAL Policy & Procedures document) and interview materials prepared.

Pre-admission interview

1. Interviews conducted by the EAL Co-ordinator or Headteacher's PA and translator if necessary.
2. Parents and children have a brief tour of the school.
3. Child/family information recorded on school documentation, including previous schooling and health and dietary needs.
4. Free School Meals application completed if appropriate.
5. Parents/carers informed of the start date for the child.

Between the interview and admission day

1. Admission information given to school office staff.
2. Admission form copied for class teacher and inclusion staff.
3. Induction / welcome strategies planned by class teacher and class.
4. Class 'buddies' informed they will be welcoming and need to support a new arrival.
5. EAL staff plan for assessment, support and review of provision and ensure information is circulated around school.

Day of admission

1. Child/parents/carers welcomed by class teacher and buddy.
2. Office staff action school roll entry.
3. Office staff send for any previous school records.

Appendix 2

Success criteria for new arrival's induction

End of Week 1

- is relaxed and happy
- begins to follow some of the conventions and routines of the classroom
- is familiar and secure with arrangements for school meal times
- is familiar with location and use of cloakrooms and toilets
- begins to interact socially with class peers

End of Week 3

- comes to school happily
- is relaxed and happy in class
- is familiar with geography of the school
- can follow daily and class routines
- can initiate contact (physical or verbal) with a teacher or teaching assistant
- can be set tasks in the classroom
- can play with others in the playground

End of first term

- is relaxed and happy
- participates in group and class activities at an appropriate level
- interacts positively with other children
- works co-operatively with other children
- confident in small group situations
- works / plays without constant adult supervision
- shows interest and motivation in learning
- demonstrates some identifiable progress in English language acquisition regardless of their level of English

Name **Date 11th July 2016**

Signature

(On behalf of the Governing Body)

Headteacher..... Date

Next review date: April 2017
