



**MELLERS PRIMARY SCHOOL
ENGLISH AS AN ADDITIONAL LANGUAGE
POLICY
NOVEMBER 2022**

At Mellers, we are extremely proud to have an extremely rich linguistic community; over 45 languages are spoken by the children and staff. Speaking another language is seen as a strength and the heritages of the children and staff are valued by all.

For native English speakers and bilingual learners, whether they are beginners to English or more advanced learners of English, it is important that they receive the correct support to help them access the curriculum. A high-quality, language-rich curriculum should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in English and to understand and respond to each other, both in speech and in writing.

Vision for children with English as an additional language (EAL)

Travelling to a new country, making new friends and learning a new language can be extremely daunting. At Mellers, we are passionate and determined that our school should be a safe, welcoming and happy place for all new students and that the language needs of children with EAL be met to help them make fast progress in learning English and enable them to access a full curriculum. We aim to for the children to:

- Gain a clear understanding of the building blocks of languages; this includes developing their knowledge of the vocabulary and grammar of English
- Listen to and practice good pronunciation of English
- Have ample opportunity to practice speaking, listening, reading and writing in a variety of different ways which enables them to gain confidence and make good progress in all four modalities in all curriculum areas

INTENT

Aims and objectives

We are incredibly proud of our school's ethos of language learning at Mellers Primary School. We believe language learning underpins the whole school curriculum and through learning languages, children learn to show an enthusiasm about and curiosity for the world.

Through high-quality teaching of language in all curriculum areas and the expertise of EAL practitioners at Mellers, we aim to:

- Teach the vocabulary and grammar structures as informed by Nottingham City's Framework for EAL Language Stages document
- Ensure that children who are new to reading and writing in English attend regular phonics lessons which meet their needs to enable them to make good progress in spelling and decoding
- Foster children's development in English in the 4 key modalities: reading, listening, speaking and writing

- Provide necessary scaffolding to ensure that children with EAL access all curriculum areas
- Monitor the children's progress against Nottingham City's Framework for EAL Language Stages document
- Encourage a welcoming classroom culture for language learning where 'mistakes are magnificent when they lead to learning' which encourages children to develop their linguistic resilience and a love of languages

EAL planning

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term during each key stage; this has been developed to ensure that skills and knowledge are built upon each year offering opportunities to deepen understanding and make connections. Medium term plans for each subject area are created by the classroom teacher with an emphasis on the knowledge and skills that will be taught and how they will be taught. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained.

Planning for children with EAL is done by the class room teacher, by the EAL teacher, or by both in collaboration depending on the language acquisition stage of the children and their language needs. EAL planning breaks down the linguistic demands of the lessons. These can then be taught explicitly to the children with EAL as a pre-teach, in a guided group, or as part of the whole class teaching sequence; whichever is most appropriate. The planning will also list the specific learning objectives and resources for each lesson. These are for the teacher's use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Admissions

Admissions of pupils with EAL are carried out by members of the office team and/or by the EAL lead:

- Interpreters are booked to ensure that the parents, their children and school staff are able to communicate fully
- As much information as possible is gathered about the language(s) spoken by the child and their previous schooling (if applicable) during the admissions meeting
- Families are given a tour of school and a start date is agreed
- Class teachers, the EAL lead and SENCO are all informed of the new pupil's start date
- Books and resources are prepared for the child
- A language buddy, if possible a child that speaks the same language is assigned to look after the new pupil
- The EAL lead will assess the child's level of English in speaking, listening, reading, writing and maths and report back to the classroom teacher

- A follow-up structured conversation may be arranged by the EAL lead and classroom teacher with the parents and child to discuss the child's progress

Pedagogy

Vocabulary and grammar are taught explicitly in all year groups by the classroom teacher as part of the English curriculum and all children have ample time to practise and reinforce their language learning through partner talk, playing games, reading and in their written work.

Some children with EAL may require some additional support:

- A pre-teach of the language of a lesson
- Guided group work linked to the classroom lesson
- Separate language lessons to assist the child's acquisition of English
- Phonics
- One to one reading

In planning and delivering lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with student practice after each step
- Ask a large number of questions and check the responses of all students
- Provide models
- Guide student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Require and monitor independent practice
- Engage students in weekly and monthly review.

Wider curriculum

It is an honour and a privilege to have such a diverse community of people at Mellers. As a staff team, we are striving to ensure that our curriculum is represents the heritages of the children and their families in our school community.

Special educational needs (SEN)

Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. For children with EAL, it may be helpful to carry out an assessment in the first language of the child to learn more about the specific needs of the child.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Resources

We make use of Gordon Ward's 'Racing to English' which references the KS2 Framework for Languages objectives, and has a wide selection of high-quality resources. We have a set of bilingual dictionaries in some of the languages spoken by the children which the children enjoy using. We have dual language books in the school library and in classroom book corners and also make good use of the Nottingham City Education Library service.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching of children with EAL is the responsibility of the EAL lead and the classroom teacher. The work of the EAL lead also involves supporting colleagues in the teaching of EAL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The EAL lead has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for computing is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of EAL. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better within each year group. We also look for pupils that show a greater depth of understanding. However, it may take children with EAL longer to achieve age-related expectations depending on their starting points. On average, it takes 7 years for a child with EAL to become academically fluent.

In addition to the classroom teacher's assessments, the EAL lead will track children with EAL's progress in speaking, listening, reading and writing against the Nottingham City's Framework for EAL Language Stages half-termly and feed this back to the classroom teacher. The EAL lead also reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments

Governors monitor the effectiveness of the school twice a year through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:

Date: