

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) / MULTILINGUAL (ML) POLICY including EYFS

I. Context

Holy Cross Preparatory School is an inclusive school and is enriched with a significant number of pupils and staff from a wide range of backgrounds who speak a variety of different languages. At Holy Cross, we encourage pupils to take pride in their family's background, valuing the different languages that they speak and we recognise and address their specific needs.

English as an Additional Language (EAL) / Multilingual (ML) learners are a very diverse group. At Holy Cross we recognise that for some pupils, English may be a new/additional language which they mainly use at school and that for others, English may be just one of the languages that the child can speak and has access to at home. We recognise that having access to more than one language, does not necessarily imply full fluency in the language(s) or a rich language foundation in any of the languages spoken.

The Department of Education definition of an EAL / ML learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'. The Ofsted definition of EAL refers to learners whose first language is not English.

These definitions therefore include, for example:

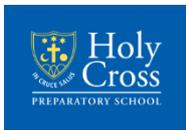
- new arrivals from abroad who speak little or no English;
- children from other countries who are in the UK for a limited time who have been educated in an English school abroad and are fluent in several languages;
- children who were born in the UK and may appear to be fluent, but who also speak another language(s) at home;
- children who have been born in the UK, but speak very limited English at home;
- children who have a parent(s) who speaks a language(s) other than English and the child communicates in that language(s).

As well as a difference in language levels and use of language of the various groups of EAL / multilingual learners, there is also huge variation in terms of a range of other factors, such as social class and economic status; educational background; religion or belief; political affiliation; national, ethnic and cultural background; ability; language; literacy; knowledge and experience of the UK.

Pupils who are learning English as an additional language or alongside other languages have linguistic skills similar to those of monolingual English speaking pupils. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

At Holy Cross, we recognise that BICS (Basic Interpersonal Communicative Skills) describes the development of conversational fluency in the second language acquisition and this can take from 1 to 3 years. CALP (Cognitive Academic Language Proficiency) can take from 3 to 7 years. Teachers appreciate that immersion is not an effective strategy on its own.

Being a speaker of more than one language is not necessarily a disadvantage to educational achievement. Holy Cross recognises the importance of community languages in their own right and the ability of speakers to acquire other languages. Pupils will be encouraged to develop their linguistic skills at home in their own language in order to develop a richness of language alongside, providing opportunities in school to learn and reach a good standard in English language.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) / MULTILINGUAL (ML) POLICY including EYFS

2. Aims and Objectives

The aim of this policy is to help to ensure that we meet all the needs of those children who are learning English as an additional language or those who have access to an additional language(s) at home.

3. Aims of EAL provision

- To provide EAL / ML pupils with opportunities to communicate in English and to extend their knowledge and use of English.
- To provide additional in-class support and, if necessary, withdrawal support by the EAL / ML coordinator.
- To assess pupils with EAL / ML to establish their level of competency and needs and determine the level of support required to ensure progress.
- To liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to identify pupils with EAL / ML who may have additional needs.

4. Identification, Assessment and Tracking

Parents are required to inform school of any language needs their child may have on entry and to state the languages that their child speaks, reads/writes and is exposed to at home.

The pupil's competence in English in relation to the Early Years Foundation Stage (EYFS) and National Curriculum (NC) standards and expectations will be assessed by the class teacher using pupil attainment and progress data, taking into account the language(s) spoken at home. Where necessary, further assessment tests may be used to identify pupil's specific needs in order to tailor intervention work.

The progress and attainment of EAL / ML is closely monitored as part of the ongoing school process to monitor pupil achievement and data.

5. Access and support

The class teacher is responsible for providing the EAL / ML pupil with access to the full curriculum supported by the teaching assistant (TA) and, where appropriate, the EAL / ML Coordinator.

6. Strategies

School / class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's other language(s) and so boost the child's self-esteem e.g. greeting the child in the register using their language.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a child appears orally fluent.

Teaching and Learning

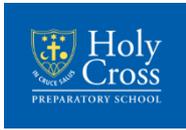
Teachers will help EAL / ML pupils in a variety of ways, for example:

- Show provision for EAL / ML pupils in planning, including differentiated activities.
- Recognise that pupils may need more time to process answers.
- Visual age appropriate timetables to be displayed.
- Teachers to chunk language including instructional language to enable pupils to understand and access.
- Give children with no English time to absorb the language (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Pupils to be encouraged to think about ideas in their other language(s) to avoid hampering creativity and higher word level vocabulary.
- Teachers to use 'Colourful Semantics' where appropriate, for new learners to English or ML learners, to help with understanding and improving sentence structure.
- Group children to ensure that pupils hear good models of English and use collaborative learning techniques.
- Provide visual aids displayed around the classroom which support the learning of vocabulary e.g. through the use of a word wall with words and images, word pots, word banks with translations.
- Teachers should use a structured approach, e.g. pre-teach, to specifically teach 'useful' words using the Select, Teach, Activate, Review 'STAR' method. Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Pupils to build their own personalised language dictionary in their 'word banks' to collect unknown 'useful' vocabulary and phrases. Pupils are more likely to retain a word if they hear it at least 12 times in an instruction or in context (Branagan A & Parsons S 2014).
- Pupils to have access to the curriculum using ICT and other suitable resources.
- Provide a range of reading materials which help EAL / ML learner to gain access to subject knowledge and broaden conceptual understanding.
- Pupils to meet regularly with named staff to discuss their learning experiences, to support vocabulary gaps and any other issues.
- Assemblies presented in a visual and interactive way. Images, actions and drama used to support the pupils' understanding.

7. EYFS

The Foundation Stage helps EAL and ML pupils by:

- Providing opportunities for children to develop and use their home language in play and learning, to support their language development at home.
- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) / MULTILINGUAL (ML) POLICY including EYFS

8. EAL / ML Coordinator Responsibilities

- Monitor standards of teaching and learning of pupils with EAL / ML.
- Report to the headteacher on the effectiveness of the above and the progress of pupils.
- Liaise with deputy headteacher to monitor progress and identify learning difficulties of pupils with EAL / ML.
- Liaise with class teachers to support needs of EAL / ML pupils.

This is a public policy which is published on the school website and is reviewed annually by the Advisory Body.

Last reviewed November 2021. Next review November 2022.