



Where learning's an adventure

English as an Additional Language (EAL) / New Arrivals Policy 2015-16

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This policy sets out the school's agreed principles for students with English as an Additional Language. It outlines the school's EAL background, general information, aims, assessment, teaching and learning and advice for parents.

Copenhagen Primary School's EAL background

At Copenhagen we have a high proportion of students with EAL and believe that this adds to the school's rich cultural heritage. We celebrate our school's diversity daily and do not see EAL as a disadvantage.

The teaching and learning, achievements, attitudes and wellbeing of all our students is vital. We encourage all our students to achieve the highest possible standards while taking into account each student's life experiences and needs. This leads to appropriate provisions and resources being made for students with EAL to make sure that effective progress can be made.

The DfE's current position is that they do not offer specialist support for schools but instead recommend the following:

- Schools should have high expectations of all learners irrespective of their backgrounds or needs,
- give full freedom to the schools to implement the necessary measures,
- have a high level of accountability through Ofsted and school data.

Aims

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

- To improve the speaking and listening, reading, writing of English of those who are learning English as an additional language.
- To provide any new arrivals with a safe and welcoming environment.

- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving student's attainment.
- To ensure that all students' language, culture and identity are respected, represented and reflected in their classrooms and the wider school.
- To ensure EAL pupils feel safe, settled and valued.

Assessment

All EAL students will be assessed to make sure that the best possible progress, provisions and resources can be made while taking into account the student's prior learning and background. Assessment will be as followed:

- The student will be assessed by the school's EAL specialist through discussion and completing Literacy and Maths tasks.
- The results will be discussed with the student's class teacher and the school's inclusion manager.
- Levels, strategies and targets will be agreed and put in place.
- Staff will regularly liaise to discuss pupil progress, needs and targets.

Teaching and Learning

After initial assessment and levels, strategies and targets have been set the student's class teacher will further the student's language development by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

- Building on student's experiences of language at home and in the wider community.

Furthermore, attainment and progress of EAL children will be monitored by the EAL specialist, class teacher and inclusion manager by:

- Regularly observing, assessing and recording the information concerning the students developing use of language.

Advice for parents

The quality of talk in the home is one of the key factors in enhancing learning and this can take place in any language. Parents do not have to speak good English to support children. You can help by:

- Showing an interest in your child's learning.
- Building on your child's natural curiosity and fascinations.
- Asking them to tell you about what they have been learning at school.
- Praising your child for positive learning attitudes and persistence.
- Building your child's self-esteem and belief that they can achieve.
- Encouraging your child to have high aspirations.
- Encouraging your child to find out more about a topic by asking relatives, using the library or searching on the internet.

For further advice please get in contact with the school or use one of the links bellow.

<https://eal.britishcouncil.org/> The British Council is a British organisation specialising in international educational and cultural opportunities.

<http://www.naldic.org.uk/> NALDIC is the national subject association for English as an additional language (EAL).

APPENDIX 1

New arrivals to Copenhagen Primary School will be inducted according to the actions in the flow chart below. Please refer to the school's EAL policy for additional support and guidance.

Induction flow chart

After initial admission the School office arranges a date for parent/carer to meet the head/EAL coordinator for parent interview and tour of school (if necessary, arrange interpreting support).



Take the pupil and family on a tour of the school, explain the school's ethos and workings, meet the class teacher (possibly class/buddy if all agreed).



A date is set for the pupil to start school, class teacher is informed and refers to the EAL induction checklist.



Class teacher is given any additional information on the student and prepares the class for the arrival of the new student.



Pupil starts School.



Progress is monitored and reviewed with senior staff in the first few weeks.

APPENDIX 2

An inclusive induction checklist designed to effectively include a new student to the school and class. Please refer to the school's EAL policy for additional support and guidance.

Stages Checklist and additional notes

I have read/discussed the information gained at admission meetings and initial assessment.	<input type="checkbox"/>
Other key staff have been/will be involved in my planning.	<input type="checkbox"/>
I know the pupil's first language and cultural background.	<input type="checkbox"/>
I and the class know how to pronounce the pupil's name.	<input type="checkbox"/>
I have gathered resources to support access and welcome the pupil.	<input type="checkbox"/>
A capable 'buddy' has been identified to help the new student in and out of class.	<input type="checkbox"/>
The student has been shown round the school by a member of staff or the 'buddy'.	<input type="checkbox"/>
I will be reviewing progress made by the pupil with key staff after the first few weeks.	<input type="checkbox"/>

Name of student:

Date of admission:

Appendix 3: Refer to New Arrivals booklet (Policies – shared drive)