



**Saint Bernadette's Catholic Primary Voluntary Academy**  
**English as an Additional Language Policy**

**Ethos**

Saint Bernadette's Catholic Primary Voluntary Academy is an inclusive school, providing an education for all pupils, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. We believe that the curriculum should reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is ensured not only by direct support from EAL trained staff, but also by a whole academy approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources, displays and whole academy celebrations that embrace a wide range of world cultural events. In this way, all children are able to experience, understand and celebrate diversity.

**Aims**

- To ensure that the language and learning needs of individual pupils are clearly identified and provided for.
- To enable pupils to gain full access to the curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.
- To raise achievement of pupils who have English as an additional language through a clear system of targeted tracking and monitoring of pupils.
- To work in partnership with parents, by encouraging an open door policy, attendance of assemblies, parents evenings or meetings and participation in other academy activities.

**Provision**

Teachers have high expectations of all pupils regardless of ethnicity and wherever possible, tasks are based around the same curriculum area as the rest of the class. The demands of the curriculum are analysed and support provided appropriately.

Access to meaning is provided by presenting and introducing topics with visual support for key concepts wherever possible, such as through pictures, video clips and objects. Practice and development in language

skills are encouraged through collaborative activities that involve talk. Frequent opportunities to hear and read good models of English are planned and provided. Teacher modelling of language is also crucial to the process of language acquisition.

Advice on classroom strategies to support and include newly arrived pupils will be given, in consultation with the EAL leader, together with additional support from the Ethnic Minority and Traveller Achievement Service (EMTAS), when required. In recent years, this support has focused on working with our refugee children and their families.

Depending on the individual needs of the pupils, children may receive both curriculum support in class and EAL specific objectives in small groups, as appropriate for language development and enrichment. Newly arrived pupils will be assessed and supported in order to enable these pupils to work more effectively in the classroom. New pupils may also be paired up with a 'buddy' in the classroom and at playtime in order to help them settle in and pick up routines.

The following teaching strategies will be used:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area are identified (such as key vocabulary). These can be displayed in the classroom.
- Pre-teaching may be used in order to prepare pupils for new topics of work.
- Enhanced opportunities for speaking and listening opportunities are provided. EAL pupils have access to effective staff and peer models of spoken language.
- Additional visual and verbal support is provided wherever possible, such as use of photographs, objects, repetition of instructions, peer support.
- Use made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, such as talk frames, writing frames and the Talk for Writing Process.
- Staff aim to build on children's experiences of languages at home and in the wider community, so that their developing use of English and other languages support one another.

### **Monitoring and Evaluation**

Class teachers are responsible for ensuring that provision and support meet the needs of the EAL pupils in their class. They will track the progress of all pupils, including that of EAL children, to ensure that provision is appropriate. Any support given is documented on our intervention tracking and provision mapping documents which are reviewed on at least a half-termly basis.

Monitoring is undertaken by scrutiny of planning, scrutiny of work, analysis of assessment data, evidence presented in pupil progress meetings, learning walks and through discussions and observations of pupils.

The EAL Leader, Assessment Leader, Interventions Leader, together with the SLT, will monitor the overall provision and progress of EAL children within the academy.

## **Leadership**

### **The role of the teacher**

- To plan work for pupils to develop their confidence and understanding of the English language.
- To produce effective planning that identifies the role of key support staff.
- To plan and provide frequent opportunities for speaking and listening.
- To provide effective role models of speaking, reading and writing.
- To provide effective verbal support, such as repetition and peer support.
- To allow for collaborative group work.
- To offer alternative visual support wherever possible, such as posters, objects and non-verbal clues.
- To make use of bi-lingual resources, such as dictionaries, key word lists/mats and online support.
- To liaise with the class TA, EAL Leader and any outside agencies, to develop the best ways to support pupils in our academy.

### **The role of the English as an Additional Language Leader**

- To develop and monitor the implementation of the English as an Additional Language policy.
- To work with colleagues to support and monitor the progress of pupils.
- To ensure that pupils can access a range of activities available for EAL pupils.
- To attend courses and meetings and then feedback to colleagues and provide them with up to date information.
- To seek further advice from the other outside agencies, when appropriate.
- To co-ordinate and lead staff training.

### **The role of the Head teacher**

- To liaise with the EAL leader regarding EAL pupils within the academy and oversee their progress.
- To discuss staff training needs and resource requests with the EAL leader.

## **Equal Opportunities Statement**

Teaching and learning in our academy ensures that all children have appropriate opportunities to develop their own ideas and work regardless of ability, religion, social or cultural background and physical or emotional needs. In relation to EAL pupils, we ensure they have access to all aspects of the curriculum and school life.

This policy will be reviewed every 2 years.

E McIlvaney January 2024