



Lime Tree Primary Academy

BRIGHT FUTURES EDUCATIONAL TRUST

English as an Additional Language

Date	Review Date	Coordinator	Nominated Governor
Feb 2023	Feb 2025	Clare Larkin	Lee Wood

Aims

We are immensely proud of our school community, with its rich diversity and cultural heritage. Amongst our families, 32 different languages are spoken and our pupils share cultures from across the globe. In recent years, we have celebrated the heritage of our pupils.

At Lime Tree we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners, providing appropriate and personalised support to ensure all children can access the curriculum

Objectives

- To identify and provide for pupils who have EAL or who arrive as an in-year admission
- To operate a “whole pupil, whole school” approach to the management and provision of support for pupils with EAL
- To provide support and advice for all staff working with pupil with EAL
- To provide support and advice for parents and families of children with EAL

Ethos

Our ethos is inclusive, with total immersion being integral to our strategy. EAL is seen as a strength and not a barrier to learning. Pupils with EAL are not placed in low ability sets unless there is also a recognised SEN or learning need. The progress of EAL pupils and new arrivals are the responsibility of all staff. We acknowledge the fact that new arrivals have a first language of their own, which we value as being important in developing a positive self-concept and self-esteem.

What is EAL?

Definitions of an EAL Learner:- “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner:- “ Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

Advanced Bilingual Learner: - “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

Language Development

A silent period is natural for some pupils when learning a second language and not a sign of difficulties in the early stages. When exposed to a new language, we recognise it takes:

- 3 months to begin to understand the new language
- 18 months for phrasal structures, single words and set phrases
- 2 years to develop basic interpersonal skills (playground language)
- 3 years to develop a competent level of oral use of additional language
- 5-7 years to acquire the full range of literacy skills

Language Rich Environment and Total Communication Approach

A language rich environment is provided for all children. We model grammatically correct spoken English and create learning opportunities for children to speak. Teachers enunciate clearly with a good understanding of root words and origins. Bilingual books area available where appropriate. Visuals are used to assist the learning of new vocabulary.

All staff will engage with children learning EAL using non-verbal communication alongside the verbal: this could involve the use of sign language, symbols, visual timetables, drama, and drawing, as well as props for stories. Classes use visual timetables to support pupils' understanding of routines. Colourful semantics is used across the school in English to support writing, language and sentence structure.

The class teacher is responsible for the assessment of all pupils in class. As outlined above, he/she liaises closely with the EAL Lead to identify and address needs. The EAL Lead meets regularly with staff to support the use of the 'NASSEA EAL Assessment Framework'.

Planning and Teaching for Pupils with EAL Needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

Intervention is in place for our International New Arrivals, and for those who speak English at an 'early acquisition' level, to support their access to the curriculum in class. Our EAL Lead liaises closely with class teachers.

Strategies

As the growing minority majority of pupils at Lime Tree Primary Academy are EAL all staff adopt the following strategies in their teaching:

- Find ways of encouraging children to talk, even if they are unable to do so in English through *prompting, initiating, modelling, encouraging them to take risks with language, reformulating, replacement, elaboration* (see Appendix 2 for more information)
- Keep language grammatically accurate, clear and initially literal so that the child has the best opportunity to respond and communicate with his/her teacher.
- Give simple, one keyword instructions to the child individually and with eye contact.
- Negatives are avoided when giving instructions eg don't run – walk please, don't call out – hand up
- Model correct sentences for the child when they try to communicate, model how to use English.

- Create well thought-out seating plans that will create opportunities for children to develop their language skills.
- Allow the child additional time when answering targeted class questions.
- Use of visuals

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. As outlined above, he/she liaises closely with the EAL Lead to identify and address needs. The EAL Lead meets regularly with staff to support the use of the 'NASSEA EAL Assessment Framework'.

Role of the EAL Lead

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- Disseminate information and key messages effectively
- Represent and promote the needs of EAL pupils
- Advise teachers about the development of EAL strategies, planning and assessment
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- Keep up to date regarding EAL 'Good Practice' – attending network meetings and liaising with other schools for good practice and collaboration
- Develop and maintain assessment procedures
- Audit resources
- Prepare and update EAL action plan
- Take part in monitoring of teaching, planning and books.

Resources

With guidance from Stockport's Ethnic Diversity Service, Lime Tree is developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

The EAL Lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and monitors the progress of this support.

Role of the Governing Body

The Governing Body has:

- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head of Academy

The Head of Academy will:

- ensure that the nominated member of staff is suitably trained, has sufficient time to undertake their role and an adequate budget to purchase any equipment required;
- monitor and evaluate this policy

Monitoring the implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed every 24 months or when the need arises by the coordinator, the Head of School and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for the improvement will be presented to the Governing Body for further discussion and endorsement.

Head of School:	Clare Larkin	Date:	23 rd February 2023
Chair of Body:	Dan Jagger	Date:	23 rd February 2023

