



Hampton Hill Junior School

“Love Learning, Love Life”

English as an Additional Language (EAL) Guidance

Coordinator	Nasima Bandedaly
Statutory/Non-statutory	Non Statutory
Frequency of Review	Free to determine – every 3 years or earlier if required
Purpose of policy	To identify the support provided to EAL pupil at HHJS
Consultation	Staff and Senior Leadership Team
Links to other documents	British Values Statement, All other subject policies, marking, planning and assessment policy.

Our approach to teaching pupils with English as an Additional Language (EAL)

All children between the ages of 7 to 11 that speak another language in addition to English at home, are included in this guidance. This includes children who are born in the UK. At Hampton Hill Junior School we aim to make all pupils feel safe and valued in order to learn. We recognise that bilingualism is a strength. EAL pupils and parents make a valuable contribution to our whole school ethos and curriculum.

Aims and objectives

This guidance aims to outline the level of input provided by the school, to support planning and teaching, assessment procedures and the use of resources and strategies used to raise pupil achievement. There are over 27 different languages, that are spoken by pupils in our school and we believe that diversity and pluralism are vital in forming a rich school community. Language develops best when used in purposeful contexts across the curriculum.

There are 70+ EAL children on roll and although for the majority of our EAL children the dominant language is English, as the parents are speaking their mother tongue, this can result in the children having a poor grasp of the grammatical structure of English. In this policy we will outline how these concerns are addressed through the use of focussed interventions.

There is a clear distinction between EAL and special needs and at HHJS we endeavour to use purposeful contexts that enable us to identify these needs and support staff to support children’s language acquisition skills.

Teaching and learning

In class and through focused group sessions, teaching is delivered to enable children to be exposed to new vocabulary. Learning objectives are skill and content based to enable clear understanding of success criteria.

A key words or key vocabulary list is identified and shared in most sessions, which supports progression and provides a foundation for EAL children. This includes teacher-led modelling of the language and through peer learning which gives them collaborative learning environments and enables access to participation through talk.

Speaking and listening

Speaking and listening is significant in overcoming barriers to language. In lessons there is use of drama, repetition and modelling of language through collaborative teamwork that provides ways in which learning of language can take place. There have also been story time sessions, inviting EAL parents into school for partnered storytelling to the class in their own mother tongue, with either the child reading in English or allowing a power point presentation to aid the translation of the story. This love for active participation, regardless of the spoken language goes hand in hand with the teaching and learning ethos of the school.

EAL curriculum planning and assessment

Staff regularly observe, assess and record information about pupils' developing use of language. In addition, the EAL coordinator along with the class teacher will formally assess each EAL pupil in January and again in July against the DFE's proficiency in English Codes, using descriptors focusing on the different areas of language (aural, oral, reading and writing). The pupil's language stage will then be a 'best fit' evaluation of all of the language areas. It is important that children are assessed in relation to their native speaking peers.

There are termly pupil progress meetings and they act as a way of tracking EAL progress, informing quality first teaching (in class) and help in identifying any needs for additional interventions (dependent on codes of fluency). Any additional support interventions are communicated to parents.

Resources

A learning walk is done annually to check what resources are being used in the class and for any new ideas that have been introduced so that everyone is able to share strategies they are using. Additional visual support is provided, e.g. timetables, posters, pictures, exercise books, photographs, objects, demonstration and use of gesture. Where possible, learning progression moves from the concrete to the abstract. Scaffolding is provided for language and learning, e.g. talk frames, writing frames. All teaching and learning must be done using a multi-sensory approach whenever appropriate.

As an EAL coordinator I also meet with the parents every term to help them with any concerns and also to talk to them about any support our school can offer. We have been able to host a successful International Day, which came about as a result of these parent workshops. Parents have also been invited to come into the class and read stories in their home language. I also attend regular AFC hosted SPARK meetings which allow me to speak to my inter-borough colleagues who share EAL responsibilities. Additionally we have a language register and two members at HHJS act as translators, and can visit other schools or ask for members on this list to come into our school for the purpose of translation and support.

Celebrating languages

HHJS has created a link with the parents, by setting up regular "EAL parent workshops" which have engaged many EAL families. One of the successful events has been **The International Day**, which invited children to come dressed in their traditional outfits, and invited their parents/guardians or grandparents to come in for a story time in their native language. The day ended with the sharing of food from families and the whole school got together to understand each other's culture through stalls that shared books, artefacts and food from around the world.