

Bury
Catholic
Preparatory
School
EAL Policy



Created by Headteacher
Ratified by Governors
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Bury Catholic Preparatory School Policy for English as an Additional Language (EAL)

Mission Statement

*BCPS is a happy and caring school community.
We follow Jesus' example to respect, value and nurture every unique individual to
develop their God given talents and potential.
We are a school where faith and future flourish.*

Introduction

At BCPS we encourage and expect all our pupils to achieve the highest possible standards and to fulfil their potential. We aim to do this by treating each child as an individual, taking account of their life experiences and their particular needs. For any child who has particular learning and assessment requirements which are linked to their progress in learning English as an additional language it is important that we remember that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Inclusion

At Bury Catholic Preparatory School we recognise that all our children have the entitlement to be included in all aspects of school life. In order to ensure that our children are valued as individuals and able to benefit from the opportunities on offer we:

- Adapt activities to take account of learning styles
- Plan carefully to include a variety of teaching approaches and setting of additional targets
- Assess the language used
- Communicate with other members of staff and parents
- Develop cross-curricular links
- Allow time for reflection and role play
- Thoroughly evaluate and monitor

Purpose

Developing spoken and written English 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 children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, audio materials and dictionaries
- using the home or first language where appropriate and possible.

Guidelines

Teaching and Learning style

At BCPS we employ various methods to help those children who are learning English as an additional language achieve their full potential.

Curriculum access

The curriculum is regularly reviewed and examined to ensure that multicultural aspects are fully integrated.

All children in our school follow the curricular requirements of the EY Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

We do not withdraw children from lessons to receive EAL support. Throughout the school we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities.

Assessment

- The Assessment co-ordinator along with teaching and support staff carry out ongoing recording of attainment and progress in line with agreed school procedures.
- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
- The Assessment coordinator closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy.

Parent Partnership

We recognise the paramount importance of, and value the partnership with, parents and carers. We aim to:

- provide a warm, open and encouraging environment where parents/carers can discuss any concerns;
- ensure shared knowledge and support via review meetings and parent evenings;
- take into account parents' knowledge, views and attitudes;
- consult with and involve parents at all stages of their child's time on the EAL register;
- provide parents with information on school policy, support and services provided by the school
- provide and use information techniques that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school.

Responsibility: Assessment coordinator

- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Responsible for analysis of relevant school data for improvement purposes.
- Identify gifted and talented EAL pupils.
- Consult with external agencies.
- Deploy support and monitor its effectiveness.
- Manage resource materials and equipment to ensure sufficiency and adequacy.

In conclusion

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.