Heath Mount School

English as an Additional Language

As cited by the EYFS "The principles of good practice for children learning English are the principles of good practice for all children."

Associated Policies

Admissions Policy
Learning Support Policy
Equal Opportunities Policy

In order to cope with the academic and social demands of Heath Mount School, pupils should normally have a level of proficiency in English that will allow them to access the curriculum. Whilst the school will make reasonable adjustments to the delivery of the curriculum, tuition in English as an Additional Language (EAL) must be arranged outside of school and at the parent' expense.

When pupils arrive in school with English as their second language, the policy pertains as follows:

FOUNDATION STAGE

Introduction

In the foundation stage the children generally enter the school speaking English, although some experience other languages in the home. It is the expectation that the staff is sensitive to cultural, religious and language needs of all children and their families, and views the child within that context.

For all pupils at Heath Mount we fully recognise and embrace the themes and principles of the EYFS. The values represented underpin our approach to teaching, learning and the relationship with each and every child. We promote positive relationships with pupils and their parents as they enter the school, building upon this relationship as they progress through the school.

We create an environment that nurtures the individual providing equal opportunities for all. Through the SEN Code of Practice we identify specific needs and act upon them as required.

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The four Themes of the EYFS are:			
A Unique Child	**Positive Relationships**	**Enabling Environments**	**Theme: Learning and Development**
The four Key Principles are			
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	**Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.**	**The environment plays a key role in supporting and extending children's development and learning.**	**Children develop and learn in different ways and at different rates**

The importance of home languages

We recognise fully that bilingualism is a tremendous asset, and that the first language has a continuing and very significant role in an individuals' identity, learning and the acquisition of additional languages.

Bilingual support

"It is widely accepted that bilingualism confers intellectual advantages and the role of the first language in the child's learning is of great importance. Children need to develop strong foundations in the language that is dominant in the home environment, where most children spend most of their time. Home language skills are transferable to new languages and strengthen children's understanding of language use."

Learning English as an additional language

Key principles

"Supporting continued development of the first language and promoting the use of the first language for learning enables children to access learning opportunities within the EYFS and beyond through their full language repertoire."

Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support.

Language acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context.

Research over the past two decades into the language development of young bilingual learners has resulted in a number of theories and principles about children learning EAL in settings and schools.

- English should not replace the home language; it will be learned in addition to the language skills already learned and being developed within the language community at home.

- Children may become conversationally fluent in a new language in two or three years but may take five or more years to catch up with monolingual peers in cognitive and academic language.

- Children learning EAL are as able as any other children, and the learning experiences planned for them should be no less challenging.

- Additional <u>visual</u> support is vital for children learning English. Using illustration and artefacts will also support and enhance the learning experiences of their monolingual peers.

- Many children go through a 'silent phase' when learning a new language; this may last for several months but is not usually a cause for concern and is not a passive stage as learning will be taking place. Children will usually understand far more than they can say.

As the EYFS states "There are specific skills that can be taught effectively through scaffolding, modelling and planned interventions following observations to assess need; there are, however, no 'magic' answers to supporting children learning English.
Understanding is always in advance of spoken language and it is important that children do not feel under pressure to speak until they feel confident. It is, however, essential that adults continue to talk to children with the expectation that they will respond.
Adults and children should respond positively and encouragingly to children's non-verbal communication. As they observe, listen and explore the setting, children will be applying the knowledge they already have in their new context. As they start to echo single words and phrases, joining in with repetitive songs and stories, their attempts should be sensitively encouraged and praised."

EYFS staff take steps to encourage a child to use to use their home language in play and learning through:-

- Using dual language books
- using books, posters, toys and puzzles that reflect positive images of the different ethnicities of children in Britain
- use resources and displays around the setting to reflect the cultural diversity and experiences of the children and beyond
- Creating activities that reflect the different backgrounds and cultures of the children in the setting and in Britain
- having dolls and small world figures that reflect different ethnic groups
- using musical instruments and music from around the world
- celebrating scripts and languages of the world by labelling areas in your setting in different languages
- using persona dolls to explore issues of difference, similarity, race and understanding of different children's lives
- using story sacks to create a clear context for stories
- using fabrics that have different ethnic prints, such as sari material and African prints. You could use them in your role-play area for the children to wrap dolls in.

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- Using books that reflect different cultures or tell fairy stories from other countries.
- Providing role-play areas that can create different scenarios such as rain forests, travel agents or cafes from different countries and homes from different cultures.
- Showing films of children speaking in the additional language.
- Drawing upon the expertise of parents and invite them into school to talk to the children, about different cultural experiences e.g. a talk about Chinese New Year, reading Hindu stories, appearing in their Sikh wedding regalia
- finding out about some common words in the child's home language to use when playing, giving importance to it

Alongside providing steps to encourage children's use of their home language teachers ensure that children have opportunities to learn and reach a good standard of English. Teachers assess children's skills in English through when assessing communication, language and literacy skills. The parent questionnaire filled in before entry would also inform us. If a child did not have a strong grasp of English language, staff would then explore the child's skills in the home language and take steps to ensure they can develop and use their home language alongside learning English.

When teaching English as a spoken language, teachers would:

- recognise the importance of giving newly arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence has increased
- accept that children may revert to their home language when playing.
- respect parent's views on how to support their children
- give children 'time out' from English when necessary and space to think their own thoughts
- recognise that the use of the child's mother tongue, that is, speaking in their home language can be a positive part of the learning process
- seek opportunities to boost the child's self-esteem and ensure they feel a valued member of their peer group and over time the broader community
- have high expectations; expecting pupils to contribute with more than one-word answers
- encourage children through the early stages of learning English – echoing of words; use of formulaic language, encouraging children to join in with refrains in stories and songs, copying other children, use of independent phrases such as wants, dislikes , use of basic question words etc
- model the correct language needed as children need to hear language used in a meaningful context before they can rehearse and use it themselves.
- Use open ended questions to help encourage wider use of language
- Use games, stories, music and hands on activities help to teach language acquisition

Physical Environment

In Nursery and Reception classes staff ensure that the physical learning environment provides opportunities to enable all children to make independent choices. Staff observations are used to build a picture of the child's preferences and they help develop the language which will support those activities.

The physical environment reflects the cultural diversity within it. Resources such as books, posters, labels and role-play equipment help to create a more familiar environment. The displaying of a variety of scripts to support language awareness is good practice.

"Opportunities to play outside are often particularly beneficial as most children tend to be less inhibited in their language use in an outdoor environment. Practitioner observations have shown that children commonly make at least five times as many utterances outdoors as they do inside. This has clear implications for ensuring that the potential for outdoor spaces as learning environments is maximised."
EYFS children at Heath Mount have opportunities to play outside on a daily basis they also visit Stumble Trip Wood regularly which gives children some additional opportunities to develop their spoken language.

Children will acquire much of their language incidentally through interacting with their peers. Through observations, staff can decide which aspects of language are being learnt through play and which need to be taught in a more structured way.

Resources

Resources are provided that reflect cultural differences. These include dolls, books, jigsaws and dressing up clothes as well as creating role play areas enabling some children security in encountering the familiar, and for others this presents opportunities for broadening and enriching experiences.

Dual language tapes facilitate access to the curriculum.

Assessment and Intervention

Pupils may be exposed to a bilingual background where one parent speaks English and the other their mother tongue. Although this is regarded as an asset and a learning opportunity, equally staff must be very aware that progress may be impaired.

When pupils are particularly slow to progress, it is vital to observe and assess across the range of curriculum areas to ascertain whether lack of progression is due to limitations in the child's command of the English language or whether there might be underlying specific learning difficulties.

In the event of the latter, following consultation with the child's parents, teaching staff and the Learning Support Department, if it was deemed necessary as part of the School Action process, interventions would be put in place to provide additional support for the child. Progress would be regularly reviewed and action taken as required.

KEY STAGE 1, 2 and 3.

The principles and practice of the early years provide an excellent model for older pupils.

During the first term the pupil follows the normal timetable for their year group. This enables the child to absorb the English language through total immersion both within the classroom environment and during informal interaction with their peers. It is also a time when the child can become fully integrated socially. Form teachers and child guardians provide support.

The aim during the first part of the term is to ensure the child has settled to school life, adjusted to new routines and appears secure. Ongoing review and assessment would occur throughout this period to profile the pupil's progress and needs.

Depending upon progress, an assessment would occur. If required additional intervention and support would be provided.

If teaching staff continued to be concerned about progress the Learning Support department would contact parents, and with permission initiate an assessment. They would co-ordinate and report their findings, and liaise with the Director of Studies before meeting with parents.

Where required an I.E.P is drawn up for each pupil and regularly reviewed.

Time would be allocated to follow an individual language support programme to enhance translation and sentence work, dictionary and vocabulary skills.

The provision of support is ongoing. A further review of needs would occur prior to the end of each term to identify needs in the following.

Planning for EAL teaching

The following guidance exemplifies the factors to be considered when planning lessons when the group contains EAL pupils.

Staff should utilise the recommendations provided for EAL pupils at Key stage 1 and 2 - Rationale for planning for children learning English as an additional language from the Primary Strategy.

The planning involved in bringing pupils up to speed with curriculum subjects must take into account factors such as:

- age
- previous experience of schooling and curriculum content
- knowledge of other languages
- levels of literacy in their first or other languages.

Strategies to bring out pupils' language potential can include:

- using culturally relevant resources and learning materials
- promoting thinking and talking in first languages to support understanding

- grouping EAL learners who share the same home language
- using ICT to enable children to access visual information
- Teachers should analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning.

Planning for EAL learners is most effective when:

- it is part of the planning process of the whole school and the whole class and is embedded in the usual planning format
- it takes account of the language demands of the curriculum, both subject-specific vocabulary and the appropriate language forms associated with content
- contexts for learning are relevant, motivating and culturally inclusive
- it provides opportunities for speaking and listening, collaborative work and other strategies for language development
- consideration is given to the language of the task, how the children are grouped, use of first language for learning and how both language learning and language use will be assessed.

DfE (2004) *Excellence and Enjoyment: Planning and assessment for learning: Designing opportunities for learning*
 Sect. 2 Part 3 (Ref: 0502/2004G)

Ways to make contexts more supportive include:

- ensuring that children are able to build on their previous experience
- scaffolding tasks through prompts, frames, graphic organisers, etc.
- providing carefully planned opportunities to listen and speak in a wide range of situations across the curriculum, particularly with more proficient users of first and additional language

ASSESSMENT AND RECORD KEEPING

It is vital that there is a strong correlation between outcomes of assessment and teaching. This is dependent on good subject knowledge and therefore teachers of all bilingual children need to be aware of the language development, as well as the learning needs of pupils in a particular subject area when making a judgement about performance and achievement.
Aiming High: Meeting the needs of newly arrived learners of EAL (Ref: 1381-2005)

As part of the whole school curriculum development AfL practice is gradually developing. This approach involves children and teachers thinking about their own learning skills and dispositions, as well as curriculum matters. All children need to know where they are in their learning, where they are going and how to get there. For bilingual learners, an explicit identification of their own skills in English and in one or more other languages by the children themselves may help to strengthen the whole picture of achievement and provide useful insights for the teacher and children of where to go next.

Bilingual learners as with all children should be encouraged to reflect on how they learn and how they can improve as learners through setting learning targets as well as curricular targets which may include skills, attitudes and behaviours. However, when

involving bilingual learners in self-evaluation, it is important to ensure that children understand what is required of them and that the school is sensitive to individual and cultural attitudes towards describing personal and social achievement.

The full range of evidence from summative as well as day-to-day assessment should be used formatively to inform planning and teaching. So the range of assessment for bilingual learners may include:

- initial assessment or profile on entry to school
- collection and analysis of qualitative data such as question level analysis, work sampling, oral language sampling to inform curricular and language development targets
- day-to-day assessment such as the use of observation, questioning and dialogue to check for understanding and assess progress in language as well as curricular learning
- involvement of children in peer-evaluation or self-evaluation with reference to success criteria for learning
- involvement of parents and carers in providing evidence, supporting analysis of evidence and supporting learning
- use of first language by learners to show what they know and can do
- assessment of proficiency in first language for specific purposes such as confirmation of a diagnosis of the presence of a special educational need.

STAFF TRAINING AND DEVELOPMENT

In the event of a child joining the school with very limited or no English, there would be a need for further staff training.

GUIDANCE AND RESOURCES

Guidance and resources can be found online for EAL pupils and teachers.

The **Qualifications and Curriculum Authority (QCA) website's EAL section** offers guidance for EAL teachers planning inclusive lessons for new pupils who do not read, write or speak English. This includes the recommended use of ICT in the classroom, as well as lists of useful publications and resources for bilingual teaching and learning.

The **British Educational Communications and Technology Agency (BECTA)** offers resources for EAL teaching on its website, many of which can be downloaded or bookmarked for internet use in Key Stages 3 and 4.

The **National Association for Language Development in the Curriculum (NALDIC)** provides a range of up-to-date advice, linked to classroom resources and research, guidance and information on teaching pupils with EAL. For those interested in specialising in the area, it provides this **list of accredited postgraduate EAL courses**.

The **DfE's Standards website** has a very good downloadable file, *Supporting Pupils Learning English as an Additional Language*, which is split into six modules including:

- raising the attainment of minority ethnic pupils
- whole class teaching
- effective use of additional adults
- guided and supported group work
- new arrivals and isolated learners
- use of the first language in the literacy session.

Ref: SEN Code of practice DfE 581/2014

- English as an additional Language 5.15,5.16

Ref: Supporting children learning English as an additional language – Guidance for practitioners in the Early Years - **00683-2007BKT-EN © Crown copyright 2007 Primary *National Strategy***