



Subject: EAL

Rationale

At Pleasant Street Primary School we celebrate and identify multilingualism as strength and as a valuable contribution to our community. We also highlight the importance of home language and we encourage parents to support and develop the acquisition of their mother tongue at home.

In our school we acknowledge the importance of safety and well-being of our children in order to provide the best learning environment. We encourage our EAL children to achieve the highest possible standards by taking account of each child's individual life experiences and needs.

We take a whole school approach to prejudice, including ethos, curriculum, educating against racism and promoting language awareness.

Pleasant Street is a School Of Sanctuary and therefore a safe and welcoming place for every child and family, regardless of their faith, ethnic group, culture or background.

Characteristics

- To ensure all EAL children can access the National curriculum
- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language
- To support access to the National Curriculum, by improving children's fluency and providing bilingual support when appropriate
- To integrate new children in to the school in order to ensure that they gain access to the curriculum and academic achievement
- To use school resources and staff effectively to raise the attainment for EAL children
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practice and extend their use of English
- To encourage and enable parental support in improving children's attainment.

Curriculum Intent

At Pleasant Street Primary School, we have a hugely mobile population, with many children arriving with English as an additional language, or, in some cases, with no English. Our aim is to settle the children as quickly as possible, into school life; to encourage them to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.

We work with parents/guardians to ensure a smooth transition into school. Our EAL coordinator has initial meetings with guardians / parents, to find out details about the children's past school experiences, their preferred methods of learning, their previous exposure to English, and any traumatic experiences that the children might have had. We believe that this interview is vital to enable us to help the children settle into their new environment as smoothly as possible.

We celebrate the fact that a rising number of our children speak more than one language, and acknowledge their ability to communicate using a variety of languages. We encourage all children to achieve the highest possible standards. We do this through taking account each child's life experiences and needs.

Curriculum Implementation

Our EAL children are assessed on entry to the school, using our bespoke initial assessment form. To assess their progress we use the NASSEA EAL assessment framework. This helps us to establish an initial progress level and to set targets, along with teachers.

The children's Speaking, Listening and Understanding, Reading and Writing are reassessed and new targets set, on a half-termly basis. Those children who are new to English are assessed on a more regular basis using NASSEA, in order to keep a closer eye on their progress, and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language.

Our EAL children participate in pre-teaching sessions twice a week. These are delivered by our EAL specialist. During these sessions children are taught key vocabulary to access topics taught in their year groups. This helps children not only to access the curriculum, but also boosts their self-confidence to participate and take part in whole class lessons.

During these short interventions, children also work on their spelling, punctuation and grammar targets and their reading, by taking part in guided reading sessions.

EAL children complete specific targets through other in-class interventions such as Nesy or taking part in Wellcomm activities.

Curriculum Impact

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across their primary career. Our EAL assessment and monitoring procedures facilitate the children's learning in all the other areas of the curriculum and provide teachers with the necessary tools to identify language targets and next steps for the children.

Our EAL children excel at Pleasant Street. They are valued members of our school community. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.

The most important aspect of our EAL practice is the holistic approach we take to ensure our children are happy and safe.