

The Roche School Policy for Pupils with English as an Additional Language

(Reviewed April 2024)

Terminology: First Language and Home Language

First language is the **language** a child was exposed to in their early years; in other words the **mother tongue**. **Home language** is the **language** the child now speaks at **home**. So if the child's **first language** was Italian and they now speak English at **home** they would still be classed as EAL and we would assess them on entry.

AIMS:

- To welcome and value the cultural, linguistic and educational experiences which pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum so that they will not fail to reach their full potential due to English being their second language.
- Provide pupils with the skills they need to take responsibility for their own learning, asking questions, building good learning habits and reflecting on their progress.
- To support EAL pupils in becoming confident and fluent in English in order to be able to fulfil their academic potential.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and overall provision.
- To maintain pupils' self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.
- A pupil's first language educational history can be seen as an indication of first language development and so a report from the previous school is valuable.
- If a pupil is literate in their first language, this will likely facilitate acquiring literacy in English.

PRACTICE:

- Pupils learning English as an additional language are entitled to the full National Curriculum. English is best learnt through the curriculum, and pupils with EAL are encouraged to play a full part in class activities from the start.

- The EAL department supports class teachers with relevant methods of differentiation, classroom strategies and intervention.
- All teachers are responsible for planning strategies to support the language development of pupils with EAL and their access of the curriculum.
- When EAL pupils join the school, they are given an initial assessment, using the Bell Foundation system, in order to provide an orientation as to current levels in Reading and Viewing, Writing, Listening and Speaking. On the basis of information gathered, pupils are supported appropriately.
- Groups organised to provide opportunities for interaction with good language models. In the first instance, children will be supported in basic conversational English as required. An induction programme supports pupils who are new to English in developing basic communicative English.
- Support is mainly through co-operative teaching between class teachers and Teaching Assistants (TAs), working within small groups not all of whom are EAL pupils. This allows children to continue interaction with all peers, develop language both formally and informally, and receive support specific to their individual needs.
- Where necessary, EAL children will receive dedicated tuition from a specialist teacher in addition to the curriculum.

Parents: As a school we want to develop strong partnerships with our parents. We encourage parents to work with their children and use their mother tongue to explore concepts. To ensure that they can access information regarding their children, we can provide translations and interpreters where necessary. We also provide or sign post parents to English as a Second Language classes (ESL). We want families to feel confident about approaching the school so, where possible, parents are supported in making links with other parents who speak the same language so that they can gain support from each other and not feel isolated.