



St. Joseph's Catholic Primary School

"Where we learn to love and love to learn"

EAL POLICY

Mission Statement

Together at St. Joseph's we learn to love,

Following Jesus,

Sharing God's gifts

Building God's world

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DOCUMENT AUTHOR:	Ann Reeh
APPROVED BY:	Ann Reeh
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Rationale

At St Joseph's Catholic Primary School, all are welcome. We believe that each person is made in God's image and likeness, and therefore we recognise the divine gift of everyone. We value the growing diversity of our community and celebrate the richness of culture and experiences within our school population. Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Our policy has been written in conjunction with the Local Authority's Ethnic Diversity Service.

Statement of Commitment

At St Joseph's Catholic Primary School, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

Background

The pupils come from diverse backgrounds with a wide range of language skills. St Joseph's Catholic Primary School caters for a multilingual community.

- We serve the community of central Stockport.
- At present, we have 122 pupils on roll, out of which approximately 55% are from different ethnic minorities and their home language is different from English.
- Altogether there are at least 19 different languages spoken.
- A proportion of our pupils have arrived from other countries with no or very little understanding of English. A number of these pupils have attended other schools before attending our school.
- 39% of our pupils are in receipt of free school meals.
- The partnership between staff and parents is strong as we feel that parents play an important part in their children's learning.
- We help pupils learn English through a variety of teaching and learning methods, in order for pupils to access the school Curriculum as fully as possible.
- Recently, we welcomed a growing number of children who live in temporary hotel accommodation as their parents are seeking safety (asylum).

Our aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Teach new vocabulary to children to enable them to increase their word bank and access the curriculum. This may be a visual and or bilingual wordbank.
- Provide an inclusive curriculum.
- Promote home languages in the school and classrooms and use these to aid pupils learning.
- Monitor pupils progress regularly using a variety of methods including the NASSEA step levels.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of underachieving.
- Celebrate pupils' achievements in class.
- Support EAL families and signpost to Services that can help meet their needs.

What is EAL?

It means English as an additional language, when a pupil is exposed to a language other than English. If the language or main language they encountered as a baby or small child was a language other than English and they still have some exposure to that language they are considered as having EAL. EAL is not linked to proficiency in English or first language. An EAL learner could be a complete beginner in English or could be fully fluent in English. EAL status depends on which language was learned first. At this school, at least 19 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need. At St Joseph's Catholic Primary School, we are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English, whilst supporting them holistically to develop and feel safe and valued. We endeavour to learn about their culture and heritage and celebrate this when possible.

New Arrivals

New arrivals may be described as:

- International migrants – including refugees, asylum seekers and economic migrants from overseas.
- Internal migrants – including pupils joining the school as a result of moving home within the UK, for example, Gypsy, Romany and Traveller pupils.
- Institutional movers – pupils who change schools without moving home, including exclusions and voluntary transfers.
- Individual movers – pupils who move without their family, for example looked after children and unaccompanied asylum-seeking children.

At our school, we define new arrivals as children who have not had a consistent education in this country for the past year. Many of our children have stayed in more than one other country and/or another school before arriving at St Joseph's Catholic Primary School.

Most new arrivals have English as an additional language need. This means they come with either no or very little understanding of English. They may be literate in their home language, and many have some experience of English or an additional language, but will require support to acquire fluency in English and to access the school curriculum.

We follow a procedure of Admissions for New Arrivals. (See Appendix 1).

Every class in school, from EYFS to Year 6, should appoint class buddies (2 per new arrival) who help new pupils settle into school by showing them around the school, explaining the rules and routines of school and the class, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. (This will be discussed during transition times). A welcoming environment in class helps the pupil settle in quickly. The class teacher and buddies will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival. (See Appendix 2, 3 and 4).

Planning and Teaching for pupils with EAL needs

Many of our children arrive at school with complicated and interrupted histories in education. To meet their needs we have to first understand their starting points and then find a suitable approach to their personal, linguistic and academic development. Staff plan and teach lessons considering ways to support bilingual learners. Children make good progress through opportunities for speaking; including in their home language. The learning process is built on experience and scaffolded by talk. In class, pupils are taught to learn using a variety of strategies.

The focus throughout is on talk through direct experience and play across all aspects of the curriculum. Vocabulary and oracy development are central to our curriculum and is based on the belief that when pupils become confident speakers of English, their writing and mathematical skills will develop at a faster rate. All

lessons have a focus on vocabulary and partner discussion, to encourage and extend speaking and writing skills. The rich language curriculum is built on modelling and repetition.

Pupils learn independently, as a whole class, in pairs and in groups. Visual aids are used within lessons and around the school environment to support all pupils. Teachers promote an inclusive environment in classrooms and use learning aids such as Widgeits and Learning Village. Technology is used to provide instant visual aids to support understanding or translations using Google Translate/SayHi etc. Children are encouraged to use their home language until they feel they can start to use English.

Prior to children joining the school, class teachers prepare the children in their class to welcome a new child by learning about the culture, beliefs and language of the child's country of origin. Children should be taught to say the child's name correctly, and buddies should be appointed and prepared. Preparing the children in this way helps other pupils from a different ethnic minority to understand and respect another's language and culture. Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.

Monitoring and Assessment

At St Joseph's Catholic Primary School, we assess New Arrivals within the first four weeks using NASSEA steps framework. This assesses children's speaking and listening, reading and writing, in English, using NASSEA steps framework. On arrival, all children are Read, Write Inc assessed by the school's reading lead and placed in the most appropriate phonics group, if phonics teaching is needed. The Ethnic Diversity Service support in the assessment of any child presenting with more complex needs in liaison with the SENCO.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils' progress termly, using NC expectations and NASSEA steps.

All pupils who are in the initial stages of acquiring English will be assessed using these descriptors as a baseline and be continually monitored against these until they can work towards NC expectations, even if they are working below their current stage e.g. a Y3 child may work towards Y1 English expectations.

The EAL lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and will monitor this regularly. They also identify CPD opportunities and resources that will benefit individuals and/ or whole school priorities to strengthen practice and build capacity.

Staff Training

The school is supported by the Ethnic Diversity Service, which provides bespoke training and support for staff, based on the EAL priorities identified in the school development plan. The headteacher and EAL lead liaise with EDS to provide support in the implementation of the EAL action plan. The school's current EAL priorities are:

- Policy and induction development.
- Creating a school environment which supports EAL learners.
- Assessment of new arrivals.
- Resource development.
- Increase knowledge and skills of staff through CPD and training opportunities.

Procedure for admissions of new arrivals**Pre-admission**

1. Parents/carers complete admissions form.
2. Interview arranged with parents/carers (date/time of interview written down for parents/carers).
3. Interpreter arranged if needed.
4. Welcome pack and interview materials prepared.

Pre-admission interview

1. Interviews conducted by school administration staff.
2. Parents have a brief tour of the school.
3. Child/family information recorded on school documentation, including previous schooling and health and dietary needs.
4. Family provided with welcome pack, which includes a translated school information booklet (where possible).
5. Free School Meals application completed, if appropriate.
6. Parents/carers informed of the start date for the child. This will not be the same day as the school tour. Some children may be invited to start school in a phased induction.
7. Child/ family meet the headteacher and members of the leadership team.

Between the interview and admission day

1. Admission form copied and emailed to class teacher.
2. Induction/ welcome strategies planned by class teacher and class (See Appendix 3).
3. Class 'buddies' informed they will be welcoming and supporting a new arrival.
4. Teacher to plan in time for NASSEA assessment and ensure resources in class are suitable.

Day of admission

1. Child/parents/carers welcomed by class teacher and buddies.
2. Office staff actions school roll entry.
3. Office staff sends for previous school records (if any).
4. Class teacher to meet parents at end of first session to give some positive feedback, share concerns, reassure, answer questions.

End of first week

1. Class teacher to check in with child, buddies and family to review the first week and how are things going. Share information about swimming, trips, residential, upcoming inset days, non-uniform days etc.

Success criteria for new arrival induction

For class teachers and buddies

End of Week 1

- to be relaxed and happy,
- to be beginning to follow some of the conventions and routines of the classroom,
- to be familiar with arrangements for school mealtimes,
- to be familiar with location and use of cloakrooms and toilets,
- to be beginning to interact socially with class peers.

End of Week 3

- come to school happily,
- to be relaxed and happy in class,
- to be familiar with geography of the school,
- can follow daily and class routines,
- to initiate contact (physical or verbal) with a teacher or teaching assistant,
- to be settling to tasks in the classroom,
- to be playing with others in the playground.

End of first term

- to be relaxed and happy,
- to participate in group and class activities at an appropriate level,
- to interact positively with other children,
- to work co-operatively with other children,
- to be confident in small group situations,
- to work/ play without constant adult supervision,
- to show interest and motivation in learning,
- to have demonstrated some identifiable progress in English language acquisition if an EAL beginner.


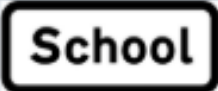







Class teacher checklist for preparing for new arrivals

Checklist	Tick and date on completion
Can you pronounce the child's name?	
Do you know the child's history?	
What language do they speak?	
What culture are they from? Religion/Cultural practices/festivals etc.	
Have you decided where they are going to sit for each lesson/which groups they will be in? (Children should sit with pupils who model good spoken language and good behaviour). You can move them depending on the activities and to give them a chance to get to know a variety of children.	
Have you met the parents/carers?	
Has tray/ locker and peg label been prepared?	
Are books labelled and equipment ready?	
Are visual aids ready for communication?	
Have buddies (2 children to 1 new arrival) been fully trained and briefed (including teaching them survival language)?	
Are classmates aware of new arrival?	

Buddy Check List

Buddy Check List for Welcoming a New Friend

Thank you for being a buddy. Smile, Be kind and Helpful.

<p>Things to do with my new classmate.</p>	<p>Tick when done</p> 
<p>I have shown them around school: Office, Lunch Hall, Playground, Library, First Aid Room, Staff Room and Headteacher's Office. Anywhere else?</p> 	
<p>I have shown them where the toilets are.</p> 	
<p>I have shown them where to hang their coat, leave their lunch box, bag and equipment. I have shown them where their tray is.</p> 	
<p>I have shown them where the learning resources are kept; whiteboards, scissors, colours, dictionaries, glue etc.</p> 	
<p>I have shown them around our classroom and explained expectations.</p> 	
<p>I have explained the class rewards and rules.</p> 	
<p>I have introduced them to other children and looked after them at break and lunchtimes.</p> 	
<p>I have helped them to learn words that will help them in our school.</p> 	
<p>Something I have enjoyed about being a buddy...</p>	



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

Signed: _____

