

OUR APPROACH TO TEACHING CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



At Queensway Primary School our vision is to inspire all children to achieve their full potential. For children with EAL, we teach English using the National Curriculum as the context. This involves developing specific teaching strategies and resources which make the language of the curriculum accessible whilst keeping cognitive challenge and interest level high. Key strategies include:

- Making the verbal curriculum more visual, e.g. through photographs, pictures, and diagrams
- Making the abstract curriculum more concrete, e.g. through tables, charts and concept maps
- Developing interactive and collaborative teaching, e.g. group discussion, games and shared tasks
- Identifying language demands (oral and written) and providing models, e.g. sentence starters as a writing frame and model texts, using pre-teach vocabulary as needed
- Using drama and role play to demonstrate how language is used in real life with a focus on communication
- Exploratory talk, including opportunities for children to talk before writing
- Ensuring 'first' languages are valued and used in school and at home
- Supporting through key phrases and structures rather than key words (scaffolding)

On entry to Queensway Primary School, information is gathered about a pupils' linguistic background and competence in language(s) – including home (first) language and English – through an initial meeting with parents / carers where possible as well as pupil enrolment documentation. We also use the Hounslow framework, which is linked to the DfE EAL Proficiency Codes. It provides clear descriptors to determine the level of English proficiency of EAL pupils and enables Teachers to set progressive next step targets.

Learning takes place within the main classroom, and this may be supplemented with small group, paired, and / or one-to-one learning in adjacent 'break out' rooms/spaces. 'Speaking and Listening' is always the starting point of a new topic or activity; the aim is to create a communicative environment where language acquisition can take place naturally.

Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of pupil's work. Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition. Please note, children with an English Proficiency rating of 'A' are included in the school's internal attainment data but are not included in the progress data.

Most EAL learners needing additional support do not have Special Educational Needs or Disabilities (SEND). However, should SEND be identified, EAL learners have equal access to the school's SEND provision. If EAL learners are identified as able, they will be stretched and challenged in their learning.

At Queensway School we strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their parents/carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Identifying the linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible
- Recognising and encouraging the use of the 'first' language
- Helping parents/carers understand how they can support their child at home, especially by continuing the development of their 'first' language

The Inclusion Manager oversees the operation of the EAL Policy and works alongside class teachers to coordinate provision. There is also a link-Governor, whose role it is to facilitate and monitor the development of EAL as a key priority within the School.

EARLY YEARS SEND PROVISION:

At Queensway School we understand our role in supporting children with EAL to communicate effectively with adults and peers, to ensure they are progressing well within all areas of learning in Early Years. We ensure they have sufficient opportunities to acquire and reach a good standard in English language during their time in Nursery and Reception, so they are ready to transition to Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. However, if a child does not have a strong grasp of English language, we endeavour to explore their skills in the home (first) language with parents / carers - utilising translation support where possible and needed - to establish whether there is cause for concern. We utilise a Hounslow Assessment tool, specific to Early Years, to facilitate this. All our children with EAL have equal access to high quality first teaching and to the whole curriculum. We recognise that learning using more than one language is an asset. We foster an atmosphere where being able to speak other languages is truly valued, and we celebrate cultural and linguistic heritage through a range of mediums including the use of stories, books, rhymes and songs.

ROLE OF THE INCLUSION MANAGER:

1. Maintain the Hounslow assessment system for new arrivals, making sure that Teachers understand and are able to use this tool systematically to set next steps and plan provision.
2. Set challenging targets for EAL learners, and support staff to enable these to be met through coaching and mentoring.
3. Assist the Governing Body and Head Teacher with the strategic development of EAL policy and provision through the school's EAL Register.
4. Support staff to understand the needs of children with EAL. Monitor their progress and evaluate the effectiveness of teaching and learning through observations, planning and book analyses, and scrutiny.
5. Ensure that all staff keep abreast of current developments in EAL pedagogy and practice, through organising professional development sessions and delivering effective training on English as an Additional Language themes.
6. Offer Teaching Assistants practical hands-on ways to support English language learners across the curriculum.
7. Work with staff to develop appropriate resources that can be used to enable EAL learners to access the curriculum and make progress.
8. Strengthen links between home and school through facilitating effective partnerships with parents / carers, including where possible providing translation and interpretation support.