

Raglan Primary School



EAL Statement

Intent:

At Raglan Primary School, we promote positive attitudes and good relationships between people with different backgrounds, gender, culture, faith, ability, ethnic origin and those with a disability. We set high expectations for all pupils, including those for whom English is an additional language. We expect these children to make progress, at least in line with their peers, and to meet or exceed national expectations in reading, writing and maths.

We recognise that starting school is an important step for all children. To support children for whom English is an additional language, we have the following resources in place:

- Our website can be adapted so that parents can read this in their first language
- Parents of an EAL pupil are invited to an initial meeting with the Head Teacher, during which a background information form will be completed with the family. This will ensure that that school has a good understanding of the family history, how long they have been in the UK and the languages that are spoken at home
- With permission, the Head Teacher will link up the parents with families in the school who speak the same language so that they have a parent network established to help with the transition into school and community
- If appropriate, a member of the school staff will visit the previous school setting/nursery to observe the child in a familiar environment and discuss effective useful strategies with staff familiar to the child
- The child and parent will be given the opportunity to tour the school and will be shown the classroom and frequently used areas of the school such as the dinner hall and the playground. If possible, this is done with another child who shares the same first language
- If in EYFS, the child will be offered the opportunity for a play and stay session in line with the transition period along with their peers
- The child will be given a social story book with pictures of the school and their class teacher to help familiarise them with the school routines before they start. This book can be written in their first language so that it can be read with the whole family
- Symbols will be placed in the environment to support the child's communication and understanding. These symbols can be accompanied by their first language.

Implementation:

At Raglan, we have high expectations of all pupils and expect them to reach the same learning milestones in both core and foundation subjects. In addition to promoting our four Curriculum Drivers through the learning process, we encourage the notion of 'keeping up' at Raglan. This is where the expected outcomes for pupils remain the same, but the teaching and learning, resources, questioning and scaffolding of learning objectives supports the needs of individual learners. We encourage this notion as we believe that these are the most effective ways of ensuring the best motivation, engagement and connected learning opportunities.

We use a range of resources and strategies to ensure that all children for whom English is an additional language are able to access the curriculum alongside their peers and achieve or exceed the expected outcomes by the end of each year group.

EAL Support Team consists of:

EAL Leader: Ms Singh

EAL Champion: Mrs Fenner

Head Teacher/ Deputy Head Teacher: Mr De Freitas/ Mrs Mead

Learning Mentor: Mrs Collins

Inclusion Leaders: Mr Hunter / Mrs Burgess

Within 6 weeks of starting at Raglan, the family will meet with the class teacher and EAL Leader. Children and families receive information about the school in their own home language as well as English. At this meeting we seek to reassure the family and gain an idea of:

1. Background
2. How much English is spoken at home
3. Home life and employment
4. Family support
5. Getting to know the child's interests to help with the transition.

The class teacher will meet with the EAL leader to set appropriate targets to support with language acquisition.

Appropriate interventions will be planned by the class teacher/ EAL leader to support children with English as an additional language, such as pre-teaching key vocabulary or use of colourful semantics. This will be taught alongside the class curriculum and is designed to complement what is being taught in class. For example, the children may be taught some essential key vocabulary before a science lesson so that they are able to participate fully during the lesson. These interventions may be led by the Teacher, Teaching Assistant or EAL Champion.

Specifically targeted EAL Children (identified as requiring the most urgent intervention) receive weekly intervention support from our EAL Champion. EAL Champion Intervention Support includes reviewing and reinforcing keywords and essential language beginning with their own language and English alongside these. These may be daily greetings or words that may help a child identify key areas, for example

- Working through the '5 min box' to go over Phonics, letters and common words
- Using resources from a variety of sources to support language development as well as utilizing the 'Say hi App' on the iPad which is a good translation tool.

Add in EAL pathway:

1. Children have 6 weeks to settle into the school
2. If the class teacher has concerns an in school EAL referral form is filled out and given to EAL/Inclusion Leaders
3. The class teacher and EAL Leader carry out an in school assessment
4. Advice will be generated and given to the Class Teacher to implement in the classroom
5. Children will be reassessed in a term to track progress by the class teacher and reviewed by the EAL Leader.

Our EAL Leader and EAL Champion speak regularly to class teachers to see if there is anything else that they would like them to support with.

- The classroom environment at Raglan have been designed to promote independent learning skills in all aspects of the children's learning. The classroom environments are highly visual and have key vocabulary for all lessons on the walls. For children for whom English is an additional language, this vocabulary can be written in their home language alongside English to support their understanding of the terminology and support their language acquisition.
- At the start of all new topics, pupils are provided with pre-teach information that outlines what they will be learning and includes all key vocabulary. Each new topic is planned to ensure that pupils start with mastery of the basic skills, building a secure understanding and retention into the long term memory.
- We give children opportunities throughout the day or week to revisit topics. For example, this is where we may use our registration time in the morning to discuss the weather and then make links to our geography curriculum where we have talked about climates in other countries. Teachers make discrete links to what the weather would be like in countries we have previously studied.
- The spacing of the topics, the pre-learning opportunities and the revisiting of learning allows all pupils to consolidate their knowledge, skills and understanding and move to a deeper understanding of topics. At Raglan we know that for knowledge to 'stick', we have to break the learning into smaller steps and ensure that children practise retrieving this information. Once the information is in their long-term memory they can use and apply the information in more sophisticated ways across a range of situations. This approach to implementing the curriculum is beneficial for all learners for whom English is an additional language. It gives them multiple opportunities to learn and revisit key vocabulary. This will ensure that their subject knowledge and understanding is secure and enable the class teacher to address any gaps in their understanding.

Impact

At Raglan, standards have been historically high and EAL children achieve above national expectations. All the interventions and strategies are having a positive impact upon the children.

Our school data shows that children with EAL do make progress, some significantly from their start points.

At Raglan, we encourage children 'keeping up.' The school conducts termly Pupil Progress Reviews, and Senior Leadership discuss the progress of each EAL child as part of this process. Children who are not achieving at age related expectations are identified quickly.

The learning programmes are reviewed regularly by the EAL Leader, EAL Champion and Class Teachers. The programmes focus on pre-emptive interventions such as those outlined already to support the children in closing the gap quickly.

If it is felt that a child with EAL has additional special education needs, the class teacher will make a referral to the schools SEND team. Please read the schools SEND report for more information regarding this.