



# Trent Vale Infant and Nursery School

and

# Beeston Rylands Junior School



## POLICY FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

### INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the teaching of children for whom English is an additional language at Trent Vale Infant and Nursery School and Beeston Rylands Junior School
- **IT WAS DEVELOPED** in 2009 through a process of consultation with staff and governors
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Body and the Headteacher
- This policy will be **REVIEWED ANNUALLY**

|                |             |             |             |
|----------------|-------------|-------------|-------------|
| Date of review | Autumn 2016 | Autumn 2017 | Autumn 2018 |
| Signed         |             |             |             |

### RATIONALE

At Trent Vale Infant and Nursery School and Beeston Rylands Junior School we believe that children learning English as an additional language are entitled to the full National Curriculum programmes of study and Early Years Foundation Stage curriculum and that all teachers have responsibility for teaching English as well as subject content.

### AIMS

At Trent Vale Infant and Nursery School and Beeston Rylands Junior School we aim to ensure that children who have English as an additional language will: -

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

We recognise the importance of the role of parents and the need to communicate with parents in mother tongue where appropriate

### OUR AIMS WILL BE ACHIEVED BY: -

- Collecting relevant language, cultural, assessment and background information.
- Ensuring the EAL children access the curriculum by: -
  - Providing a welcoming ethos in school and classrooms
  - Valuing their first language by providing a range of notices, posters, labels and dual language texts in first languages
- Providing appropriate cultural resources where possible
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Contacting the LA EAL team for additional advice and support if necessary
- Differentiation in weekly planning
- Staff being aware
  - that although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas
  - that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers

### **ASSESSMENT FOR LEARNING**

*This is in accordance with the school's Assessment for Learning policy and Assessment Cycle.*

### **MONITORING AND EVALUATION**

*This is in accordance with the school's Monitoring and Evaluation policy and timetable.*

### **PUPILS WITH ADDITIONAL LEARNING NEEDS (including SEND)**

*This is in accordance with the school's Special Educational Needs policy.*

### **EQUAL OPPORTUNITIES**

*This is in accordance with the school's Equal Opportunities policy and Equality policy.*

### **HOMEWORK**

*This is in accordance with the school's Homework policy.*

### **RESOURCES**

- Previous advice from the EAL team (Headteacher's office)
- Admission procedure and induction for beginner bilingual pupils (see Appendix 1)
- Information about a new bilingual pupil form (see Appendix 2)
- Languages I speak with my family form (see Appendix 3)

#### **OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR PUPILS WITH EAL**

- |   |                                    |
|---|------------------------------------|
| • EQUAL OPPORTUNITIES POLICY            | • CURRICULUM POLICY AND FRAMEWORK  |
| • EQUALITY POLICY                       | • TEACHING AND LEARNING POLICY     |
| • ASSESSMENT FOR LEARNING POLICY        | • CURRICULUM PLANNING POLICY       |
| • SPECIAL EDUCATIONALNEEDS POLICY       | • MARKING AND FEEDBACK POLICY      |
| • SMSC including BRITISH (HUMAN) VALUES | • MONITORING AND EVALUATION POLICY |
|   | • HOMEWORK POLICY                  |

## **Trent Vale Infant and Nursery School and Beeston Rylands Junior School** **Admission Procedure and Induction for Beginner Bilingual Pupils**

### **Initial enquiry at school**

If during the initial enquiry at school it becomes apparent that the child is a bilingual pupil with English as an additional language then an appointment should be made for the parent and child to meet the Headteacher. If necessary it will be arranged for an interpreter to attend this meeting.

### **Prior to the pupil's start date**

Appointment with the Headteacher

- Tour the school and possible introduction to their new class teacher
- Complete the 'Information about a new bilingual pupil' form. This will include pronunciation of the child's name, levels of attainment in home language, features of home language and any cultural needs.
- Request an appropriate bilingual picture dictionary to be provided if possible.
- Take child's photograph.
- Enquire about any current links with children already in school.

Parents to be given: -

- A copy of the school prospectus.
- Information on school routines, times, uniform, holidays, attendance, dinners etc.

Staff to be informed of new arrival and shown photograph.

Headteacher to discuss background of pupil and their needs with designated class teacher.

### **First day**

- JM/JH to greet parents and child at the main entrance and accompany child to class
- Class teacher to introduce child to the class and class to greet child in their home language
- Child to be introduced to another same language speaker if possible
- JM to visit child during the day
- At home time child to be handed over to the parents at the classroom door

### **First two weeks**

Class teacher to:-

- Tell other children in the class background information on where new pupil has come from and information on language(s) spoken at home
- Display examples of home language
- Teach class greetings and simple words in child's own language
- Teach new pupil survival language, (yes, no, toilet, please, thank you, hello, goodbye). Give fan of words with photographs.
- Pair up child with an articulate, competent buddy
- Child to have access to a bilingual picture dictionary bought in by parents or purchased by school.
- Regularly feedback to parents

Teaching assistant(s) to: -

- Provide in class support
- Familiarise new pupil with school by taking them on a tour with another same language speaker if possible
- Link child regularly with same language speaker
- Regularly liaise with class teacher on new pupil's progress
- Complete the 'languages I speak with my family' form
- Provide on going support as needed

**Trent Vale Infant and Nursery School and Beeston Rylands Junior School**  
**Information about a New Bilingual Pupil**

|  |
|--|
| Name including pronunciation:  |
| Name pupil is known by:  |
| Gender:  |
| Country of origin:   |
| Ethnicity:   |
| Religion and cultural information e.g. diet  |
| Language(s) spoken by pupil:   |
| Languages(s) spoken by parents/carers:   |
| Language(s) written by pupil:  |
| Language(s) written by parents/carers:   |
| Proposed length of stay:   |
| Reason for arrival:  |
| Pupil's recent history and experience e.g. refugee:  |
| Educational background including levels of attainment in home language:<br><br><i>Speaking and listening</i><br><i>Reading</i><br><i>Writing</i> |
| Knowledge of English:  |
| Additional relevant information e.g. supplementary school:   |