



**A place to shine ...**

***Let light shine out of darkness and God's light shine in our hearts***

***2 Corinthians ch4, v6***

### **Multiculture and English as an Additional Language Guidelines**

Consultation that has taken place	December 2019
Date formally approved by governors	December 2019
Date policy became effective	December 2019
Review date	December 2022
Person responsible for implementation and monitoring	Mrs Jennie Gleadow

***'There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus' (Galatians 3 verse 28)***

## **Rationale**

Approximately 27% of children attending Central Walker C of E Primary School are bilingual learners and we value and respect the contribution that these learners make to our school community. The definition of bilingualism in education is very broad. "Bilingual learners: all children who have access to more than one language at home or at school. It does not necessarily imply full fluency in both or all languages." DfE 2004 – Aiming High: Raising the Achievement of Minority Ethnic Pupils.

The first language a child learns at home during childhood defines the first language of pupils. It is possible that the first language of the child is no longer the speaker's dominant language. Currently there are more than eighty different languages spoken by children in schools across Newcastle, with 24 different languages being spoken by pupils at Central Walker C of E School.

The vast majority of our bilingual learners are being specifically taught English as an additional language in school and to varying degrees within the home environment.

We are committed to providing an equal opportunities environment in which all children are able to fulfil their full potential and feel pride in their identity. We are a 'No Outsiders' school where children are taught to respect all people regardless of many aspects of their individualism, including their faith, ethnicity or language.

## **Valuing Multi-Culturalism**

We welcome, support and value religious, cultural and linguistic diversity within our school. We are part of Newcastle East Multi Academy Trust (NEAT) please read the Equality, Diversity and Inclusion Policy statement on our website for further information.

## **School Policies/Documentation linked to EAL Learners**

- The Prevent Duty 2015
- Equality Policy
- Equality Act 2010 (Amendment Order) 2012
- Teaching and Learning Policy
- Access and Inclusion Policy
- Marking and Assessment Policy
- The National Curriculum
- Raising the Standards of Minority Ethnic Pupils – DfES 2004
- Supporting Children Learning English as an Additional Language. Early Years Foundation Stage DCSF 2007

## **Safeguarding Children and The Prevent Duty**

We are committed in our responsibility to protect and safeguard the welfare of the children who are entrusted into our care, by establishing a safe environment in which children can learn, develop and grow.

We are fully aware of our responsibilities in relation to The Prevent Duty (2015) and the requirement to have a due regard to the need to prevent people from being drawn into terrorism. We understand that protecting children from the risk of radicalisation is part of our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. In addition, we have a role to play by building pupils' resilience to radicalisation by promoting fundamental British Values and enabling all learners to challenge extremist views.

## **Objectives**

We recognise the varied needs of our English as an Additional Language (EAL) learner and aim to meet these needs through:

- Providing learning opportunities to develop their spoken and written English, whilst also valuing other languages spoken at home
- Raising pupils' self-esteem and confidence
- Continually developing our awareness of different cultures and the impact this has on learning
- Continually developing our knowledge of effective strategies for teaching EAL children

- Purchasing resources aimed to aid learning and by organising and reviewing support systems which target children at different levels and provide class-based support
- Careful planning to ensure that we meet the needs of our EAL learners and ensuring that they access a broad and balanced curriculum
- Regular monitoring and reviewing of EAL learners' progress
- Flexibility in classroom organisation and within teaching
- Encouraging parental involvement and support

### **Roles and Responsibilities**

Mrs Jennie Gleadow is the English as an Additional Language Co-ordinator and takes the lead in co-ordinating the provision for EAL learners. It is the responsibility of all staff to implement the policy.

The EAL Co-ordinator is responsible for the day-to-day operation of the policy and liaises closely with the Head Teachers Mrs Day and Mrs Kerr, as well as class teachers and learning support assistants.

Miss Rye is the learning support assistant who is responsible for working with small groups of EAL children from KS1 and KS2.

The School Ethos Governors group has a responsibility for learners with English as an Additional Language.

### **Co-ordination of EAL Provision**

The EAL Co-ordinator:

- Meets regularly with Miss Rye and Head Teachers to discuss pupil progress and to evaluate the organisation of provision, including resources
- Records termly the progress and attainment levels of our EAL children. This data is shared during pupil progress meetings and is used to identify children who require additional support
- Reviews school data against the LA and National Data
- Liaises with teachers and learning support assistants, offering advice and support, as well as liaising with outside agencies such as Educational Psychology, SENTASS and health professionals.
- Attends training sessions and disseminates information to staff
- Monitors and evaluates EAL provision in school

### **Planning and Support for EAL Children**

The class teacher is the main resource for catering for the needs of EAL learners in their class. Class teachers take responsibility for ensuring that EAL learners develop their spoken and written language and have access to the curriculum. Short term planning indicates how the learning needs of the EAL children within the class are being met. There is a strong emphasis and dedication in school on the need to plan activities and tasks to enhance spoken academic language skills before teaching the written skills.

### ***Ways we develop spoken and written language***

- Provide good speaking and writing role models
- Ensure children are introduced to and understand the meaning of new vocabulary, both topic related and everyday vocabulary through the use of picture stimulus, contextualising vocabulary, peer interpreters and hands on experiences
- Create multilingual environments with the provision of dual language dictionaries, computer resources, texts, posters, letters and signs
- Incorporate experiences which are hands on and practical with lots of opportunities for talk

### ***Ways we ensure access to the curriculum***

- Provide flexible groupings in the organisation of the classroom to enable peer group support
- Provide appropriate differentiated resources in the classroom to cater for EAL learning needs
- Provide alternate ways to English written methods for EAL children in order to demonstrate their knowledge and understanding of objectives
- Offer a topic based approach to learning which enables EAL children to make links to their learning

## **Support**

EAL children are supported within their year group; this may include support during whole class times, group times or individual support.

*Small group support aims to:*

- Help children who are new to the country to settle into school and feel happy and secure in their surroundings
- Provide curriculum enrichment opportunities, in dual languages if appropriate
- Provide opportunities to address any difficulties in class or with homework
- Provide additional support for a small group of targeted children who are not making adequate progress. These children are identified through class teacher assessments and pupil tracking data
- Use quiet time to reinforce classroom learning objectives or areas/concepts identified by their class teacher which require additional reinforcement
- Develop basic spoken language conversational skills
- Provide pre-teaching opportunities

## **Criteria for group support**

- Teacher assessment of language levels according to The Bell Foundation Language Proficiency Criteria
- Initial entry assessment
- Tracking progress data

*In-class support includes:*

Supporting bilingual learners during whole class input as well as during group work

Providing access to the curriculum through differentiated resources and through activities which are sensitive to the bilingual learners' life experiences and where possible are relatable to the bilingual learners' experiences

Developing pupils' speaking and listening, reading and writing skills by working with individuals or small groups

## **Assessment**

On arrival to Central Walker C of E Primary School, their class teacher, using The Bell Foundation criteria, assesses EAL children in their English proficiency. This assessment provides information about the child's ability. Parents of EAL children provide information to the school, which includes languages spoken at home, level of achievement in their first language, religious requirements, interests – likes and dislikes, amongst a number of other things. Information will also be collected from the child's previous setting if they have attended school in the UK before.

EAL children are assessed against the expected standards within the National Curriculum. In addition, class teachers complete a language proficiency assessment each term. The EAL co-ordinator monitors the progress of the children at the end of each term.

An interpreter for statutory assessments could support EAL children if it was felt that this was appropriate.

## **Monitoring and Evaluation**

An audit of EAL attainment and progress is carried out at the end of each term and findings are shared with the head teachers as well as individual class teachers. EAL standards and achievements are monitored by means of pupil tracking systems, data, analysis of pupils' work and talking with pupils.

## **Pupil Participation**

All children are encouraged to take an active part in school life and contribute their thoughts and feelings about school through school procedures such as school council and pupil voice sessions. Children are able to approach any member of staff to talk about difficulties or problems. All staff working with children who are new to our school are sensitive to their needs and support them during the transition into our school.

Children are given the opportunity to withdraw from worship following a discussion between parents and a member of the school senior leadership team. If children opt out of worship on religious grounds then they

are provided with alternative work that aims to develop their personal, social and moral life skills. We do however encourage all children to take a full and active role in the life of our school and Monday morning 'Welcome' worship and Friday morning 'Shine' assembly play a big role in this. Children of all cultures and religions are invited to play an active role in these celebrations.

### **Partnership with Parents and the Community**

We are committed to working with parents to help children achieve their full potential. An open door relationship is incorporated into the whole school ethos where open communication is seen as essential. Wherever possible, school letters and documentation are translated for parents. For parents who are unable to speak English the school will provide an interpreter so that parents are still able to attend meetings about their children.

At Central Walker C of E Primary School, we have a Parent Support Advisor who works hard to build relationships with all of our families. We encourage parents who are new to English to attend English courses such as ESOL in order to support their children and engage with the wider community. This is something that we hope to develop further in the future.

### **Conclusion**

At Central Walker C of E Primary School, we want to reflect a welcoming multilingual and multicultural environment where all children feel safe and secure and have the support systems necessary for them all to achieve their own full potential. We ensure that there is equal opportunities for all of our children.