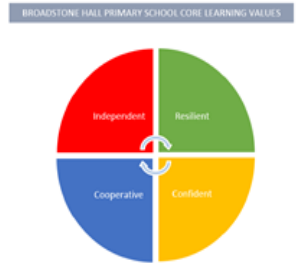




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EAL Policy

March 2022

Approved by Governors		Date:
Last reviewed	Date: March 2022	
Next Review	Date: April 2023	

Intent

At Broadstone Hall, our intent is for all pupils with EAL and those who are International New Arrivals, to be provided with high quality learning opportunities that enable them to reach their full potential and become independent learners. Through their learning journey with us, our aim is to use skilled planning, teaching, cooperative learning opportunities and assessment that will encourage children to use talk confidently, to develop the resilience to keep trying, to celebrate their cultures and language and to be an integral part of the school community. Our inclusive ethos carefully considers the local demographic, individual circumstances and learning needs of pupils with EAL and International New Arrivals, so as to provide a secure learning environment where children can develop a positive sense of identity, self-esteem and a sense of cohesion within the wider community.

BHPS Core Learning Values

At Broadstone Hall Primary School, we teach our children to be independent, resilient, co-operative and confident learners.

- Resilient learners: able to keep going if they become stuck, learn and use different strategies when problem solving and edit and evaluate their work in order to improve it
- Independent learners: encourage children to have a curiosity for learning and to be self-motivated learners
- Co-operative learners: able to work together to share thoughts, solve problems and develop new ideas
- Confident learners: able to try out new ideas, problems and concepts without fear of failure (believe in themselves)

These values weave through our curriculum and form part of our everyday classroom practice.

Aims

As an inclusive school, we aim;

- To encourage children to take an active part in lessons in the classroom regardless of race, gender, class, ability and religion. Teaching and learning for all children in all areas of the curriculum will promote positive attitudes to differences in these areas. We aim to promote the development of a positive attitude to different cultures, a respect for oneself and tolerance of others.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage and enable parental engagement and support in improving children's achievements.

Implementation

- Staff will maintain and further develop pupils' self-esteem and confidence by acknowledging and giving status to each child's skills in their own languages.
- Staff will be able to assess the skills and needs of pupils with EAL and to facilitate appropriate provision throughout each child's learning journey.

- All staff will use their knowledge, skills and a bank of resources to be able to support, monitor, assess and plan appropriately for pupils with EAL.

The Role of the EAL Coordinator will be to;

- Liaise with the Ethnic Diversity Service and other external agencies on issues of placement, assessment, BTA's, teaching strategies and support networks available for parents.
- Support staff in applying effective strategies for the induction, teaching and assessment of EAL and INA pupils.
- Have responsibility for liaising with the school BTA, identifying support for children and developing a timetable for this support. The timetable is regularly reviewed and supports children in the core subject areas or reading, writing and maths.
- Have responsibility for communicating with Office Staff to look at the data held on SIMS regarding children's ethnicity, culture and language needs.
- Complete and evaluate an EAL Action Plan regularly throughout the year, attend relevant CPD opportunities, feedback to teaching staff and contribute to the School Improvement Plan, reporting to the Senior Leadership Team as required.

The Role of the Class Teacher will be to;

- Liaise with the EAL Coordinator to develop effective teaching strategies for supporting EAL and INA learners.
- Monitor pupils' progress and seek advice from the EAL Coordinator as necessary.
- Have responsibility for planning tasks to ensure the effective use of our school Bilingual Teaching Assistant (BTA).
- Regularly review tasks and pupil progress with the BTA and adjust as necessary.
- Regularly assess progress and where an EAL or INA Pupil is also a SEND pupil, the identified learning difficulty will be referred to in a support plan with the SENDCo and EAL Coordinator involved.

The Role of the Bilingual Teaching Assistant (BTA) will be to;

- Support identified pupils to access the curriculum.
- Be aware of pupils' targets so that whilst working with them on tasks set by the class teacher, they can focus on areas of need and provide specific support.
- Work with individuals or groups of pupils, mainly within the class, as requested by the class teacher.
- Assist with reviewing the support tasks planned and offering valued feedback to teaching staff.
- The BTA is a valuable member of staff and supports the school by making effective links with the families of our learners.

Integration into the school of EAL and INA pupils

- New pupils will feel welcomed with a special friend who preferably speaks the same language. If this is not possible, then they will be allocated a special friend in their class to help look after them at play and lunch times.
- We will ensure a supportive environment with signs, books and electronic apps available in school in multi-lingual format, when appropriate, and encourage children and families to share their culture, language and religion.

- EAL and INA pupils need effective models of spoken and written English in all subject areas. Focused work on speaking and listening and opportunities to use the language in collaborative contexts with peers will enhance progress in all areas and develop vocabulary and understanding.
- Pupils in the early stages of learning English should be encouraged to speak in their first language, transferring to English as they become more proficient. Support from the BTA employed by the school will support this transition. If required, a First Language Assessment will be carried out by an Ethnic Minority Achievement Teacher from the Ethnic Diversity Service. Once this has been completed, the result will determine whether extra support is required from a BTA provided by the Ethnic Diversity Service. This BTA will support the child in their first language within the classroom environment for 3 hours a week and for a period of 6 weeks in the first instance. If further support is deemed necessary after this period, an extension to the contract can be applied for.

Bilingual Support, Monitoring and Assessment

- When a new EAL or INA learner arrives at our school, the EAL Coordinator will contact the Ethnic Diversity Service to arrange a First Language Assessment if it is deemed that the child will need support from a designated BA who speaks the child's home language.
- The linked school EMA teacher from the Ethnic Diversity Service will provide the first language assessment and then the EAL Coordinator will facilitate a referral to the service for extra support.
- A Bilingual Assistant from EDS will then be allocated to the EAL child. This is based on language need and the outcomes of the initial assessment described above.
- Children who have a BA from EDS will also have a Plan for Learning, created by the teacher using the NASSEA steps for learning. The Coordinator will provide support on this.
- The Class Teacher will monitor and assess pupils using the appropriate assessment criteria.
- The School Assessment Leader and EAL Coordinator will analyse and monitor achievement of EAL and INA pupils throughout the year in comparison with the school as a whole.

Impact

EAL pupils will develop key skills in a learning environment that establishes a positive sense of identity, promotes self-esteem and confidence and respects and celebrates cultural and linguistic diversity.

Pupil Voice

Through discussion and feedback, children talk about their experiences as an EAL learners and some of the challenges they face. They are complimentary about how their needs are supported by all the staff and feel confident to ask for support from adults and within their own peer group.