



The Trent-Rylands Federation



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 and additional language at The Trent-Rylands Federation
- **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 Executive Headteacher
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2021	Autumn 2022	Autumn 2023
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 support form 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

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

Trent Vale Infant and Nursery School and Beestn 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 or Office Manager

- 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

- Office staff 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
- At home time child to be handed over to the parents at the pick up point

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 if appropriate
- Teach class greetings and simple words in child's own language
- Teach new pupil survival language, (yes, no, toilet, please, thank you, hello, goodbye).
- 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

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- 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

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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: <i>Speaking and listening</i> <i>Reading</i> <i>Writing</i>
Knowledge of English:
Additional relevant information e.g. supplementary school: