



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Academic: Curriculum

EAL Policy

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- 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 academic potential.
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during times when we share learning of different languages within the school)

Strategies

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. He/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
(Extra time and support in exams will be awarded if appropriate)
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Give newly arrived young children time to absorb English
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words such as the use of metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Assessment

- School Registration form identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.

Foundation Stage

In the EYFS pupils learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary

Responsibilities

Staff teaching and dealing with EAL pupils will be made aware of

- Language(s) spoken at home
- From the previous school, information on level of English studied/used if this is available

The Head teacher will ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

The SENCO will

- Oversee initial assessment of pupils' standard of English if necessary
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate
- Report to the SMT on the progress of EAL pupils
- Monitor progress and identify learning difficulties that may be masked by EAL

Class/subject teachers will be made aware of

- pupils' abilities and needs in English and other subjects and will use this knowledge in curriculum planning, classroom teaching and use of resources

Monitoring and Review

This policy document will be monitored by the APPC and the SMT annually.