

POZNAN BRITISH INTERNATIONAL SCHOOL

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

INTRODUCTION

This document is a statement of the aims, procedures and strategies for provision for bilingual children at our School.

At the Poznań British International School, we endeavour to help our pupils develop intellectually, emotionally and socially. In line with the Every Child Matters aims and outcomes of be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being, we provide a supportive environment and teaching which makes learning challenging, engaging and enjoyable, which in turn enables all children to reach their full potential.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. As a staff we acknowledge that the need for support with English development is not a Special Educational Need, but we recognise that some children learning English as an Additional language may have some Special Educational Needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

As a staff, we recognise the right and entitlement of all children to full and equal access to the National Curriculum. We also recognise that children who have English as an additional language are entitled to learn in an environment free of spiritual or cultural discrimination.

DEFINITION

The term 'bilingual' is defined as a need to operate in more than one language on a regular basis regardless of the level of fluency in any of them.

EAL is used to describe children who have English as an additional language and need to develop fluency, both written and spoken, in the English language.

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language - it is for pupils spending a short time in Poland and for those who have settled here permanently.

AIMS AND OBJECTIVES

The aims of the Poznań British International School are:

- To welcome and value the cultural, linguistic and educational experiences

- that pupils with EAL bring to the School.
- To implement School-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
 - To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

KEY PRINCIPLES

The British National Curriculum (BNC) secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all, through the education that we provide in our School.

We intend to ensure that bilingual children build on their prior knowledge of their first language and culture and retain their own cultural identity.

We intend to positively ensure that Parents of ethnic, or linguistic minorities, are welcomed into the School and that their contribution to the full life of the School is valued. We do this through parental involvement during International Day/s and the PTA.

IDENTIFICATION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

In the case of a new arrival, mother tongue and other languages spoken are identified through the application process.

TEACHING AND LEARNING

In our School, Teachers help children who are learning English as an additional language by:

School/classroom ethos

- Recognise the child's mother tongue to boost the child's self-esteem. • Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify pupil's strengths.
 - Acknowledge the time it takes to become fluent in an additional language.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical, as well as the everyday meaning of key words, metaphors and idioms;
- extra English lessons, either individually, or with other children who are learning English as an additional language;

- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through Computing, video or audio materials, dictionaries and translators, readers;
- using the home or first language where appropriate.

It is the Class Teacher's responsibility to:

- ensure that an initial assessment of language skills is carried out within 2 weeks.
- Set appropriate targets (with the Key Stage Co-ordinator). Evidence against these targets will be collected throughout the term. Assessments and targets to be completed at the end of each term throughout the School year.
- Be aware of and make use of recommended techniques and strategies for supporting EAL children in the classroom, such as training, resources, specialist advice and support.
- Ensure that classroom displays are not stereotypical, but reflect awareness and value of cultural diversity.
- Organise where possible a 'buddy' system by introducing the child to another child who speaks the same language,
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping
- Show differentiated work for EAL pupils in planning.
 - Liaise with Key Stage Co-ordinator to help with planning sessions based on the specific needs outlined in termly targets set
- Have high expectations; expect pupils to contribute and give more than one-word answers.
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use - this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Report

the children's progress at Staff Meetings and to the Key Stage Co-ordinators.

CURRICULUM ACCESS

All children in our School follow the curricular requirements of the Foundation Stage and the British National Curriculum. Children with English as an additional language do not produce separate work.

We specifically withdraw children for targeted support. This involves supporting individual children or small groups of children. Sometimes a Teacher works with groups of children, of whom only one, or two, may be EAL children.

Our EAL learners are entitled to 'down time', if necessary. This involves time within a small group, or a pair with a separate Teacher, or the Class Teacher for some time away from the busy classroom.

At the Poznań British International School we plan opportunities for children to develop their English, and provide support to help them take part in activities by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

ASSESSMENT AND MONITORING

- With the help of the Key Stage Co-ordinator and Class Teacher, pupils will be assessed by identifying their progress, determining what they has learned and what should be the next stage of learning.
- Formative assessment is carried out by Class Teachers on a daily, weekly and termly basis.
- We carry out ongoing recording of attainment and progress. • The Class Teachers offer additional support to children during the Key Stage 1 and Key Stage 2 assessment period.

RECORD KEEPING

- The register of EAL pupils is kept in School and is updated yearly or when needed, by the Class Teacher or EAL Teacher.
- Weekly planning reflects the needs of EAL learners
- The EAL Teachers keep records of their lessons with EAL children.

REPORTING

Parents of pupils with English as an additional language are given specific information about their child's progress:

- Verbally at the Parent Teacher Consultation Evenings (each term). •

Visually by marking pupils' work available for inspection at the Parent Teacher Consultation Meetings.

- In written form in the annual report which is sent home at the end of the Summer term.
- In the termly grading sheet at the end of each term.
 - If need be, translators may be used to help with correspondence and communication with Parents whose mother tongue is not English.

RESPONSIBILITIES

A. The Principal is responsible for:

- ensuring that the monitoring and evaluating of the children's progress and achievement is regularly undertaken
- allocating resources for pupils with English as an Additional Language
- encouraging the staff to attend relevant courses.

B. The EAL Teachers/Class Teachers are responsible for:

- ensuring that the policy is implemented
- coordinating the support for pupils with English as an Additional Language
- coordinating the monitoring of progress and the impact of learning and teaching in the School registers and other forms of assessment
- supporting colleagues in their efforts to teach and support pupils with English as an Additional Language through training, resources, advice and encouragement.
- ensuring each pupil from Classes 1-3 receives a 'Welcome Pack' in September;
- collecting and storing appropriate resources so they are easily accessible;
- updating the class files on a termly basis so that they are easily accessible for Class Teachers/EAL Teachers to update.
- developing own competencies and expertise, in order to support colleagues;
 - raising awareness of strategies and resources and continue to raise the profile of EAL children and ethnic minorities within the School.

C. Class Teachers are responsible for:

- ensuring continuity and progression by careful planning and ongoing assessment
- ensuring high quality teaching and appropriate challenge is provided
- monitoring and evaluating progression of their own pupils
- keeping records
- reporting annually to parents
- updating assessments

All EAL information, including class folders, can be accessed on the School server (XEN - staffshare)

Attachment:

Welcome Pack

Amended: August 2021