



At Valence Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

### **Context**

The pupils at Valence Primary School come from diverse backgrounds with a wide range of language skills. We recognise and value the cultural, linguistic and educational experience that pupils with EAL bring to the school and are committed to providing a language rich environment and high quality education for all.

Valence Primary School;

- Caters for a large multilingual community.
- Serves an area of high social deprivation.
- Has over 1,200 pupils on roll of which approximately 48% speak a first language other than English.
- Has a large majority of children with an Eastern European or African heritage.
- At least 55 different languages are spoken.
- Cater for many families from other countries with limited use of spoken and/or written English.

We have a strong team of bilingual staff. Languages spoken by staff include Arabic, Urdu, Punjabi, Albanian, Italian, Russian, Lithuanian and Spanish. Staff support pupils and families with no or very little understanding of English who speak the same language as them. We help the pupils learn English through a variety of teaching and learning methods. We also secure the services of an interpreter where necessary.

We firmly believe that all the cultures in our school should be celebrated, respected and valued by all staff and pupils. We use Young Interpreters, international events, P.S.H.E. and Assembly Time to discuss a variety of cultural and lifestyle issues.

Collective Worship opportunities are carefully planned to explore a variety of faiths present in our school and wider community. At Valence Primary School we recognise many religious festivals and we use displays, artefacts, music and mini-museums to enhance our understanding and respect. We celebrate both a British Value of the Half Term and a Language of the Half Term and promote language links on our website.

## **Aims**

At Valence Primary School we aim to provide a welcoming environment in which pupils will learn most effectively by;

- Ensuring that all children and their parents/carers are valued members of the school community by promoting their languages, cultures and identities throughout the school.
- Implementing whole school strategies to ensure that EAL pupils access the full curriculum
- Supporting EAL pupils to become confident and fluent in both spoken and written English
- Providing resources, including dual language texts and displays, which aid learning
- Planning and teaching lessons using learning styles most appropriate to EAL learners.
- Ensuring that the range of teaching methods used by staff in the school encourage the participation of all learners by engaging their interest
- Ensuring that EAL pupils progress through rigorous and regular monitoring, tracking and target setting and supporting pupils who are at risk of under achieving.
- Celebrating pupils' achievements.

## **Provision and Intervention for new arrivals at Valence Primary School**

Many new arrivals have English as an additional language. This means they come with either no or very little understanding of English. They may be literate in their home language but will require support to acquire fluency in English and to access the school curriculum.

At Valence we promote inclusion for New Arrivals within the first two weeks and use a **New Arrival Checklist** to support settling in and orientation.

After two weeks, the class teacher will be asked to apply a Letter Grade to the child's records to indicate competency levels as a 'best fit'. This is based on guidelines released in July 2016 for Census data. These descriptors will be used as a baseline and will be monitored every term until pupils are at age appropriate NC levels.

The Year Group Leaders will support teachers in planning a programme of activities to support pupils in class, meeting with class teachers and support staff to report on findings as required.

EAL pupils are appreciated and supported in different ways:

- In-class support ( Buddy, observation, progress tracking, programme of activities if at A or B grade)
- EAL Intervention for A or B grade
- Multicultural events
- Displays specifically celebrating the rich and diverse languages of the school.
- Use of Key Visuals in class activities
- 1:1 feedback time with Class teacher.

## **Admission**

- The Attendance and Admissions Manager carries out all the admission procedures for new arrivals (parents complete admission forms, tour the school, receive a welcome pack and are informed about the start day of the child including the class and teacher name).
- All the information gathered at the admission stage will be shared with the class teacher.

## **First Two Weeks**

- Class teacher will select a child to be a **Buddy** for the new pupil. If possible this child may share the same home language as the new arrival but this is not essential.
- The buddy, with adult assistance if needed, will show the new pupil the key areas of the school.
- Class teacher/teaching assistant to ensure the completion of the **New Arrival check list**.
  
- Where a child is assessed as A or B, the teacher will plan a programme of intervention with support from either the Year Group Leader or Inclusion Team (if necessary). This will set short term targets and the length of the intervention programme. Progress and further action will be tracked and monitored every term.

## **EAL Curriculum**

Often, full immersion into mainstream lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made. Teachers must refer to the Inclusion Team if a child does not appear to be making progress once they have settled. Assessment, additional support and a programme of intervention will follow.

## **Roles and responsibilities**

All staff are responsible for developing the English skills of EAL learners by:

- Ensuring that there are many opportunities for dialogue and that this is used to support writing.
- Building on children's experiences of their first language.
- Modelling correct English by extending sentences and encouraging children to do the same.
- Encouraging children to speak clearly and audibly.
- Striving to develop children's confidence in speaking English and to encourage respect, patience and tolerance from children whose skills are more developed.
- Providing key visual support to scaffold learning

The class teacher is responsible for ensuring that objectives are met in a way which will ensure pupils are included in whole class sessions and for monitoring pupils' progress in line with school policy.

Senior Leaders will support by;

- Coordinating intervention and support, overseeing assessment and targeting.
- Encouraging the use of appropriate resources in all areas of the school by all staff.
- Supporting staff in communicating with parents e.g. providing translations and interpreters.
- Tracking progress
- Analysis of data
- Reporting to the Governing Body