

Normanton House School



English as an Additional Language Policy

NORMANTON HOUSE SCHOOL has a high percentage of ethnic minority pupils with different languages being spoken at home. Currently the biggest group is Punjabi / Urdu speaking but we also have Bengali, Arabic, Pushto, Russian and other language speakers. Our staff also reflects the multicultural multilingual nature of our society. We value the linguistic and cultural diversity this brings to our school and wider community, as we believe that it provides our school with opportunities for enriching experiences.

Bilingual support

- We celebrate language diversity. We recognise the value of bilingualism. We ensure that pupils continue development in their first language as it supports the development of additional languages.
- We believe that English should be the medium of instruction in our school. However, we also recognise the use of the first language, for mid-phase entries who are beginners in English, in the classroom not only to maintain identity but also to demonstrate the additional skills and knowledge held by the individual in order to increase self-esteem and cognitive development.
- We have a clear understanding that the use of the first language develops concepts and provides a base on which to build additional learning
- We make positive effort to recruit staff from minority ethnic groups who speak the languages of the school community.
- We offer Urdu and Arabic as part of our curriculum • All children in school benefit from exposure to other languages and cultures.
- We make use of bilingual translators at parents' evenings, academic review days and in meetings with parents.

Supporting pupils with English as an Additional Language

- In view of the fact that almost all of the students at NORMANTON HOUSE SCHOOL are EAL and the majority are advanced learners of English, the needs of these students are met through whole school provision. The language development need of these students is addressed through the strategic development of literacy across the school, evidenced by lesson observations, learning walks and book scrutinies.
- Newly-arrived bilingual learners have a right of access to the National Curriculum, and provision for newly arrived EAL learners is integrated into all subject areas. Their language development is the responsibility of all staff.
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- We provide equal access to the whole curriculum for all pupils by developing schemes of work that are responsive to the language needs and abilities of EAL pupils.
- We promote the use of partnership teaching between EAL and mainstream teachers that involves planning, delivery, evaluation and assessment leading to effective teaching and learning.

- We promote the use of teaching strategies that contribute to collaborative learning activities and which encourage effective peer interactions and stimulate talk, eg. pair-work, group-work.
- Through schemes of work, we clearly identify language focus in the curriculum that extends literacy and aids language acquisition.
- We recognise the importance of planned talk and opportunities to facilitate oracy across all areas of the curriculum.
- We use a range of assessment strategies both formative and summative to assess both prior and current learning and in order to examine future needs and contribute to the setting of targets, in line with the school assessment policy.

EAL pupils at risk of underachieving

- We collect and monitor attainment and use attainment data to inform good practice.
- We have developed strategies to raise the performance of those at risk of underachieving ,eg 1:1 tuition, target setting, revision classes, extension classes.

Assessment of Fluency in English

- Progress in English fluency is viewed alongside progress across the curriculum.
- When mid-phase entry pupils join the school, their language and learning needs are promptly assessed. Initial assessment includes first language assessment when appropriate and possible. It is used to inform teachers and for targeting support.
- We are aware that pupils become fluent in social interactions quickly and that it takes up to 10 years to become fluent in the language needed for academic success.

Parental and Community involvement

- Parents are invited and welcome into the school community and encouraged to participate in the life of the school.
- The school endeavours to communicate important information to parents in the majority home languages, through translated letters or by specially set up meetings.