

English as an Additional Language Policy (EAL)

Introductory Statement

This policy was devised following a consultative process with all interested parties and is guided by the relevant legislation such as DES Circular 0015/2009, Primary School Assessment Kit, DES 2007, the Toolkit for Diversity in the Primary School, 2007, Intercultural Education in the Primary School, Guidelines for schools, NCCA 2005 and Up and Away IILT 2006

Rationale

This policy was drawn up in order to

- Promote and facilitate the inclusion of all children in Holy Family School
- Promote the EAL pupils' development of English Language proficiency so that they can gradually gain access to the curriculum
- Ensure that pupils are encouraged and facilitated to maintain a connection with their own culture and language
- Nurture each child to develop his/her potential in a caring environment where the talents of each child are valued

Relationship to characteristic spirit of the school

The main aim of this policy is to create an inclusive school environment which reflects and affirms linguistic, ethnic and cultural diversity and the catholic ethos of Holy Family School.

Aims

- To enable pupils of ethnic minorities to have a sense of belonging
- To provide supplementary teaching and additional support and resources for those pupils for whom English is an additional language
- To maximise the progress, academic attainment and personal achievement of EAL pupils throughout the curriculum
- To promote the welfare of EAL pupils within the school by valuing and raising an awareness of ethnic, religious, cultural and linguistic diversity in the school
- To promote effective home school links and increase parental involvement among parents of children for whom English is an additional language

- To ensure that EAL children use English confidently and competently
- To provide as much and as often as possible opportunities for meaningful interaction in the form of collaborative work and partnership work, where EAL pupils can mutually support and learn with others
- To promote collaboration among class teacher, learning support teacher and resource teacher.

Role of the language support teacher

The primary responsibility of the language support teacher is to promote the pupil's development of English language proficiency so that he or she can gradually gain access to the curriculum, ultimately achieving the same educational opportunities as English-speaking peers. This is achieved by:

- Preparing the pupil on an ongoing basis to access mainstream learning , initially, in part and later, more fully
- Helping pupils to develop appropriate strategies and skills to support future formal education in general

"In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support, assess pupils' proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor pupils' progress. They share their expertise with mainstream class teachers and assist in developing and disseminating good practice to support the development of students' English language proficiency." Circular 0015/2009

The responsibility of the language support teacher is to deliver a program of English language tuition, which is based exclusively on the primary curriculum and which prepares and supports the child in

- Accessing classroom learning
- Socialising with peers

The language support teacher, however, cannot teach the curriculum and this remains the role and responsibility of the mainstream teacher (Up and Away p. 5)

"The principal objective of the language support programme is to integrate the pupil as quickly as possible into all mainstream learning and activities of the school." (Up and Away p. 20)

Collaboration between the language support teacher and the class teacher

Mainstream classroom teaching themes are aligned with the thirteen units of work of the EAL programme. These units are:

1. Myself
2. Our school
3. Food and clothes
4. Colours, shapes and opposites
5. People who help us
6. Weather
7. Transport and travel
8. Seasons, holidays and festivals
9. The local and wider community
10. Time
11. People and places in other areas
12. Animals and plants
13. Caring for my locality

Mainstream class teachers keep the language teacher informed, on an informal basis, about forthcoming themes or units of work in the different subject areas and about how the EAL pupil is reacting in class and coping with interaction with peers. Mainstream class teachers also monitor the EAL pupils' progress in the mainstream setting through the agreed following IILT documents:

- Checklist for observing progress during the silent period (**Appendix 1**)
- First feedback from class teacher shortly after arrival of new language support pupil (**Appendix 2**)
- Feedback from class teacher on progress of language support pupil (**Appendix 3**)

Collaborative teaching takes place through the *Literacy Lift-Off* initiative, a literacy programme developed by staff members to promote positive attitudes to reading and to increase the Reading levels of all pupils in targeted classes, through the medium of Team/Station Teaching.

If the new student can answer more than 6 questions correctly in the initial assessment, they must be assessed after a couple of weeks with PSAK Set 2.

Organization of language support in this school

Pupils who have less than B1 proficiency in English (based on the Primary School Assessment Kit), may be withdrawn from class on a timetabled basis

Team teaching may occur in six week blocks in targeted classrooms as part of the *Literacy Lift-Off* initiative within the school

The principal objective of the language support programme is to integrate the pupil as quickly as possible into all mainstream learning and activities of the school.

Pupils are identified for language support through the following process:

- Obtaining feedback from class teacher
- Language support teacher carrying out a basic assessment using 'Initial interview assessment for new pupils' (Up and Away page 21)
- Language support teacher identifying the most appropriate period for child's class each day, taking the age, class and English language proficiency of the pupil into account

Language support teachers ensure that the global benchmarks of communicative proficiency in relation to listening, speaking, reading and writing are adhered to.

Assessment of the language proficiency of pupils for whom English is an additional language

Formal testing of the pupil using the Placement Set of the Primary School Assessment Kit takes place at least six weeks after they have begun language support

- If the new student can answer more than 6 questions correctly in the initial assessment, they must be assessed after a couple of weeks with PSAK Set 2.
- Junior Infants and Senior Infants are assessed on listening and speaking
- First class to sixth class are assessed on listening, speaking, reading and writing.
- The Language support teacher may use Set 2 of the PSAK to assess progress when the first six units of work have been covered; *Myself, Our school, Food and clothes, Colours, shapes and opposites, People who help us and Weather*
- The Language support teacher may use Set 3 of PSAK to assess progress when all thirteen units of work have been covered: *Myself, Our school, Food and clothes, Colours, shapes and opposites, People who help us, Weather, Transport and travel,*

Seasons, holidays and festivals, The local and wider community, Time, People and places in other countries, Animals and plants and Caring for my locality

When a pupil has achieved level B1 in all language skills, i.e. the receptive language skills of listening and reading and productive skills of spoken interaction, spoken production and writing (UP and Away P.36), then he / she is deemed to have achieved the minimum level of proficiency to access the curriculum in the mainstream setting and is no longer entitled to receive language support.

The school principal applies to the DES for additional support for pupils who have not achieved level B1 in all language skills and require language support for more than two years.

Standardised testing

In reference to Circular 0138 / 2006 : "Pupils may be excluded from the test if in the view of the school principal they have learning or physical disability which would prevent them from attempting the test, or in the case of newcomer pupils, where their level of English is such that attempting such a test would be inappropriate."

Reporting to parents

Communication with parents whose mother tongue is not English is facilitated in the following manner:

Programme Planning

Language support will be organised in level appropriate class groups and may be withdrawn from class on a daily basis.

Collaborative teaching takes place through the *Literacy Lift-Off* initiative, a literacy programme developed by staff members to promote positive attitudes to reading and to increase the Reading levels of all pupils in targeted classes, through the medium of Team/Station Teaching.

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| Junior Infants | - Withdraw to EAL room each day for oral language and listening |
| Senior Infants | - Withdraw to EAL room for 4 days for oral language and listening
1 day in class for conversation station or oral language development |
| 1 st Class | - Team teaching for 2 days. Withdraw to EAL room for 3 days for oral language and listening |
| 2 nd /3 rd /4 th /5 th | - Withdraw in groups for writing |

The EAL teacher will promote the oral language station. The areas focused on are:-

- Sequencing
- Narrative Language/Inferential Comprehension
- Language of book
- Language of comprehension
- Debating

These areas will be planned to appropriate age level.

Language support resources currently in use:

Books	Up and Away IILT 2006 Integrate Ireland Language and Training (<i>English language-teaching materials based on Units of Work of the Primary Curriculum</i>) Primary School Assessment Kit DES 2007 Wonderland – Oral Language Development Scheme A/B/C Easy Learn “Start Listening B” – Listen & Remember A Way with Words 4 – CJ Fallon Spotlight on Words – Gillian Aitken Ticking Texts 1 – Easy Learn Sound Activities Level 2 Volume 2
Shared Drive	Jolly Phonics Interactive Set 1 Look & Listen Basic Concepts
Websites:	www.mesenglish.com www.learnenglishbritishcouncil.com

Recording and monitoring of pupils’ progress

With reference to Circular 0015/2009: All documentation in relation to the administration of tests must be retained by the school for audit/inspection purposes.

- PSAK assessments are kept by the language support teachers in their classrooms
- Collated results are kept in the school principal’s office
- Teacher observation – Samples of pupils work are kept in folders

Individual teacher planning and reporting

Language support teachers maintain a weekly / fortnightly teaching plan and a monthly progress record using an agreed template

Long term planning is carried out using the agreed template provided by the Primary Professional Development Service.

Success Criteria

- Inclusion of EAL pupils in Holy Family School
- Progress of EAL pupils
- Feedback from school principal, teaching staff, SNAs, parents, DES inspectors
- Implementation of the policy

Roles and Responsibility

- The school principal will monitor implementation of the plan.
- All teachers will be responsible for implementation of the policy.