

Curriculum Statement

EAL

Hooked on Thinking

Working With and For Local Families



Intent – EAL at Hindhayes

Recent research to inform practice: In September 2019, the 'School Inspection Handbook' was released by Ofsted with a clear shift of focus on language and vocabulary acquisition for **all** pupils. This was further supported by the previously released Ofsted guidance video entitled 'Vocabulary and Reading' in December 2018. In the handbook it mentions that schools have a 'sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate'. Alongside this Ofsted are looking for a 'sharp focus on ensuring that children acquire a wide vocabulary'. Ofsted emphasise the importance of teachers modelling their own good use of language and vocabulary, ensuring they are reading to children, introducing new concepts with new vocabulary. They mention the idea that early years children need to develop vocabulary to use across the curriculum and how this is successfully achieved through stories, poems, rhymes, and non-fiction being regularly read to children. In the Ofsted video 'Vocabulary and Reading' Ofsted advise that educational programmes are set-up to focus on increasing children's vocabulary, their understanding of words and their ability to use words in different contexts. They state the best way of developing vocabulary is by having a broad and rich curriculum and that it is essential that teachers know what vocabulary is going to be taught within this. Proven research states that the wider the vocabulary of a pupil, the more academic success they will achieve.

Developing EAL learners at Hindhayes: We aim to settle the children into school life as soon as possible and to encourage them to take part in daily routines and structures which will help them to develop an understanding of the academic aspects of English as well as the use of our language as a social interaction. We work with parents/carers to ensure a smooth transition into school, to carry out an entry interview to find out details about the child's past school experiences, their preferred methods of learning, their previous exposure to English, and any traumatic experiences the children might have had. We celebrate the fact that a rising number of children attending Hindhayes school speak more than one language and take account of each child's life experiences and needs when planning our curriculum. We acknowledge that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children and that their ability to participate in the full curriculum may be in advance to their communicative skills in English.

Implementation

All new EAL children are assessed on entry to the school using: 'Talk Boost' to assess language and communication skills; 'British Picture Vocabulary Scale' (BPVS) to measure listening and understanding skills; 'Test of Abstract Language Comprehension' (TALC) to determine verbal reasoning skills; 'Boxall Profile' to assess children's social, emotional and behavioural development; The York Assessment of Reading for Comprehension (YARC) to assess children's reading and comprehension skills; 'Sounds-Write Diagnostics' to pinpoint phonics knowledge and skills; Goodenough Test to measure a child's cognitive developmental level; and the Leuven Scale to measure a child's emotional wellbeing and involvement. We also use The Ethnic Minority Achievement Service (EMAS) EAL Skills Framework in Reading; Writing; Listening, Understanding and Speaking. We draw on the information gathered to help us establish an initial progress level and to set targets, along with the class teacher, using a plan-do-review approach. Our EAL Intervention Teaching Assistant is used to carry out activities either 1:1 or in small groups to help the child make progress in the areas identified and records the sessions, together with the learning outcomes, in an EAL Intervention Passport. From that point on children are reassessed by the class teacher on a termly basis and new targets are set.

For those children who are new to English, we assess on a more regular basis, in order to keep a closer eye on their progress and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language. Children who arrive with little or no English are quickly referred to the EMAS team. Once an assessment has been completed by them, the children are able to access 1:1 support with the EAL Intervention Teaching Assistant.

Developing Cultural Capital for EAL children: Not all children will have been exposed to the same levels of experiences and opportunities to gain knowledge of the world around them. And so, at Hindhayes, we develop the Cultural Capital for EAL children by exposing them to knowledge which is outside of their daily experiences. Teachers often teach children about aspects which children have not directly experienced before. It is important to widen these experiences to ensure each child is exposed to or aware of as many opportunities in their lives as possible. We believe it is important to provide children with hands-on real life experiences and so plan off-site visits to local organisations where children can learn about local wildlife, for example, or through visits from outside agencies to learn about the environment and nature conservation. The children at Hindhayes also experience enriching school trips to places such as The SS Great Britain in Bristol and The Bishop's Palace in Wells where their knowledge of local history is further enhanced. The children attend Forest School once every two weeks with an experienced Forest School leader where they immerse themselves in the natural world learning about seasonal changes and developing skills giving them a sense of self-confidence in their abilities and personal achievements. A rich language environment is crucial for all children to learn and develop effectively and is at the heart of all planning.

Impact

Our EAL learners are valuable and valued members of our school community taking an active part in school life. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages, and their experiences of the world. We monitor the children's progress in the classroom through assessment for learning, sharing observations of children's learning amongst the teaching staff and use these insights to plan and provide future learning experiences for our children. Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across the Foundation Stage and Key Stage One. Our EAL assessment and monitoring procedures facilitate the children's learning in all other areas of the curriculum.