



The Willows Primary School

EAL Curriculum



Subject Leader	Miss Helen Peek
INTENT	
<p>At The Willows Primary School we have a vision for all staff being aware of EAL needs, spoken language, language demands and required focused vocabulary, both for EAL and INA pupils.</p> <p>All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. At The Willows Primary School, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism through Cultural Diversity Days celebrating what makes us unique.</p> <p>At The Willows Primary School we celebrate the fact that some of our children speak more than one language and we acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards, considering each child's life experiences and needs.</p> <p>Our aim is to settle the children as quickly as possible, into school life; to encourage them to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.</p>	

IMPLEMENTATION	
<p>We work with parents/guardians to ensure a smooth transition into school, using our EAL questionnaire we to find out details about the children's past</p>	



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school experiences, their preferred methods of learning, their previous exposure to English, and any traumatic experiences that the children might have had. We believe that meeting the family and gaining this information is vital to enable us to help the children settle into their new environment as smoothly as possible.

We promote learning English through the curriculum providing a meaningful context for language acquisition. The language that children new to English most require is the language being used within the classroom.

EAL teaching at The Willows Primary School focuses on individual pupil's needs and abilities.

Initial assessments for new arrival children with EAL are completed after settling in period (3-4 weeks). These assessments focus on Speaking and Listening (WellComm and Nassea materials, The Bell Foundation), Understanding, Grammar, Vocabulary and Narrative. Phonic knowledge (Big club)

If additional support is required a Language Plan sets out the interventions for each child and is monitored termly by EAL Lead and Class teacher.

Differentiated planning is put into place to support the EAL children in their Literacy and Maths groups. In Literacy the children work on the same topic and unit, but the tasks are either extended or simplified to meet their special needs. In Maths the planning is differentiated according to the children's previous education and knowledge and targets are being set to fill the gaps in their knowledge.

We celebrate the languages spoken within our school and have class displays showing our links to the world. We value the power of a handwritten sign/label in home languages. We have a whole school approach to our 'Language of the half term' where children learn new languages focusing on those spoken by children in the class.

New arrivals to our school are designated a 'buddy' to help new children feel welcome and navigate their way around the school. The 'buddy' ensures that the new child won't be left alone at lunchtime or playtimes. If possible a 'buddy' who shares the same language as the new arrival can create a sense of familiarity and decrease any sense of isolation.

We have a lunch club designed specifically for new arrivals where they are invited to the EYFS classes to read to children and support playing games. Supporting the younger children removes the pressure of learning a new language.

Our coffee morning/afternoons provide families with links to the local community and opportunities to form friendships. We make families feel welcome and let them know they have a positive role within our school. It provides an opportunity to signpost families to appropriate services.



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IMPACT

We will use a variety of ways to assess the knowledge, understanding and skills learnt by the pupils in all areas of the curriculum.

Providing advice and the use of EAL strategies used by class teachers will help to show even further, the learning and progress made by the EAL and INA pupils in our school. Training teachers and new members of support staff are also advised and supported with developing their EAL strategies and to be confident in delivering quality first teaching.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become life-long learners.