



Teaching English as an Additional Language Policy

Long Term Plan

■ Introductory Statement and Rationale

The purpose of this policy is to provide a guideline to the staff of Navan Educate Together N.S and the children's parents and Guardians on the delivery of teaching English as an additional Language. It is important to have a policy and teaching based on consistency and quality while also allowing for flexibility within the delivery of EAL. The goal of this policy is to ensure that our students develop the competence to use the English language confidently as a means of communication and learning across the wider curriculum.

Rationale:

At Navan Educate Together National School we celebrate children's differing culture, backgrounds and languages. The EAL policy will enable children whose primary language is other than English, to develop and reach their full individual potential, both socially and academically. The involvement of parents and families is core to the policy, as a common goal partnership between school and home is core to the development and achievement of the children. This will also help promote the initiative and creativity of the pupils and staff.

■ Vision and Aims

(a) **Vision:** At Navan Educate Together our aim is to fully support and enable those students who do not have English as their primary language to fully integrate within the school and the wider community. We are committed to providing appropriate provision of teaching and resource to support our students.

(b) **Aims:** The main aim is to raise the achievement level of the EAL students and to promote ethnic, cultural and social diversity.

☒ To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.

☒ To provide any new children with a safe and welcoming environment.

☒ To gather accurate information about children's backgrounds and educational

experiences and share this with all members of staff.

☒ To use all resources possible to raise the attainment levels of the children for whom English is an additional language.

☒ To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.

☒ To encourage and enable parental support in improving children's attainment.

☒ To ensure that all children's languages cultures and identities are represented and reflected in their classrooms and the wider school.

■ The role of the EAL 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.

In addition to supporting the class teacher and the provision of all curricular areas the EAL teacher(s) will use the curriculum as laid out by the ILLT- Up and Away, which is made up of the following 13 units;

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

■ Approaches and Methodologies

- Consulting with the class teacher regarding specific curricular areas in which the students needs language support/ background information, and regarding specific individual learning needs.
- Formulating individual learning plans (fortnightly/term) after carrying out the initial assessment to be followed by regular assessment in line with the new Primary School Assessment Kit
- Group and Individual work to take place outside the classroom to provide extra support in a smaller environment.
- To provide an active learning environment where the EAL teacher will demonstrate a good proficiency in English and will serve as a good model to the EAL learner.

■ Assessment

Primary School Assessment Kit (2008,EAL)

- Upon recommendation of the class teacher an EAL assessment will take place for new pupils enrolled during the school year.
- The assessment will be conducted by the EAL teacher on a one to one basis, the areas assessed will be
 - Speaking
 - Listening
 - Writing (except in the case of Junior and Senior infants)
 - Reading (except in the case of Junior and Senior infants)
- The class teacher will, over the first month of school term pay particular attention to the child - to make a formal and informal assessment of the child's English language capabilities and competencies. The EAL teacher will produce a folder with the child's progress over the year and this will be given to the parents to track their child's progress.

■ Children with different Needs

The EAL teacher works closely with the class teacher and any other personnel to assess the progress of newly arrived pupils. The school recognises both the importance of and the difficulties involved in the early recognition of SEN and EAL pupils. Once these pupils have been identified the EAL and teachers will continue to work closely together to devise the most appropriate work plan for that student.

■ Organisational Planning

In addition to what has been stated in the aims above, we have been and will continue to foster

links with the families of our EAL children to help them integrate in the school and wider community. We have and will continue to establish links with migrant support organisations such as Cultúr, both for the benefit of the school and to enable us to inform families of the services they offer.

■ Homework

To be decided on an individual basis in consultation with the class teacher.

■ Success Criteria

Identified by our assessment process and personal development of our EAL students.

■ Implementation

Roles and Responsibilities;

- Initial assessment of the language stage of newly arrived pupils by EAL teacher using the Primary school assessment Kit
- In consultation with the class teachers, collaborative planning and target setting for EAL pupils and advice on classroom strategies to support and include newly arrived pupils
- Depending on the individual needs of the pupils they will receive both curriculum support in class and EAL specific objectives in small groups as appropriate for language development and enrichment.
- **Monitoring EAL learner's progress and development is shared between class teacher and EAL teacher**
- A language for learning CD has been produced by staff and this should be distributed to children on a needs basis. The CD has the 42 phonics covered by the Jolly Phonics programme which the school uses and is supported with worksheets. The aim behind the CD is that it will help the parents of our EAL children to learn the correct pronunciation of the 42 phonics and this in turn will help the children in regards to homework.

■ Ratification and communication

This policy was ratified by the Board of Management of Navan Educate Together NS at its meeting on _____.

Signed by: _____

Chairperson

Parents may obtain a copy of this plan from the Parent's Association or it may be viewed at the school on appointment with the principal, Eva Boyle.