**The Rock National School**

**English as an Additional Language (EAL) Policy**

**Introductory Statement:**

This policy was formulated to provide guidelines to school staff, students and parents on the delivery of English as an additional language. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service. The aim of our EAL policy is to ensure that pupils develop the competence to use English confidently as a means of learning across the range of curriculum areas.

The Rock National School acknowledges the right of children to communicate and socialise in the language of their home.

The variety and diversity of the languages that the children bring to the classroom and to the school yard is respected.

The language of the Revised Curriculum is English (and Gaeilge, both in the individual subject and informally throughout the school). This school deems that a standard of English language competency, comparable to that of a child for whom English is spoken in their own home, is desirable for the effective teaching of this curriculum. To this end, the aim of our EAL provision will be to successfully bridge any gap in fluency of English between children for whom English is the language of communication in all spheres of their life and those children for whom English is simply one of the languages of communication in their lives.

**Rationale:**

This policy was developed as a result of an increase in international children attending the school. The purpose of this policy is to lay out ways in which the school can meet the challenge posed by the continuous change in the school’s demographics. It is also to provide guidelines to school staff on the delivery of English as an additional language and also how best to accommodate and fully include international children.

**Relationship to the Characteristic Ethos 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 The Rock National School. This policy outlines the school’s practice in providing this support on a planned and strategic basis. It covers:

1. Aims of programme.

2. Identification of Pupil’s Needs

3. Role of the Language support teacher

4. Assessment of pupils

5. Details of programme

6. Resources

1. **Aims of Programme**:

The aim of the school’s EAL programme is the development of oral, reading and writing English language competency for identified children, to a standard that is comparable to that of children for whom English is their sole language of communication and in keeping with the capability of the child.

In addition to this primary aim, the school also aims to facilitate the child in English language competence to assist in his/her integration into the life of the school and the English language community of his/her locality.

It is also expected to develop the child’s sense of self-esteem and to encourage creativity in the child. It is also aimed to use the programme as an effective means of home-school liaison.

Finally, it is also aimed at professionally developing the whole school staff in competence as EAL teachers. (CPD in Education centres &amp; online modules)

2. **Identification of Pupil’s Needs**:

The following methodologies will be used with regard to the identification of children with EAL needs.

1. New entrant pupils that have entered the country in the past two years, have an English language support requirement and have not received more than 2 years EAL support in school.

2. The parents will be interviewed on admission with regard to the languages of communication used in their family and community. An identification of the dominant or frequent use of another language other than English means that this child will be identified as having EAL needs.

3. The class teacher in consultation with the EAL teacher will, over the first month of school term (September) make observations to ascertain the level of proficiency in the English language or not at all - to make a formal and informal assessment of the child’s English language capabilities and competencies.

3**. Role of the Language Support Teacher (EAL teacher):**

Circular 0015/2009

The primary role 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. The pupil remains the responsibility of the mainstream class teacher who will work closely with the EAL support teacher.

In collaboration with parents and the mainstream class teachers, the language support teacher:

 Identifies pupils requiring additional language support.

 Assesses the pupil’s proficiency in English using the assessment materials.

 Delivers the programme of English language tuition

 Accessing pupil’s proficiency in English using the assessment materials

 Socialising with peers

 Monitors and supports students wellbeing (helps to put social programmes in place if necessary)

 Record and monitor pupils’ progress

4. **Assessment of pupils**

Primary Language Assessment Tool Kit /EAL PRIMARY SCHOOL ASSESSMENT KIT

Levels using Primary Assessment Kits

|  |  |  |  |
| --- | --- | --- | --- |
| Level 0 | Level A1 | Level A2 | Level B1 |
| Absence of any  English language  proficiency | Can understand  and use basic  words and  phrases in a  social and school  context | Can understand, read and write  simple English and can speak  English sufficiently well to  exchange information | Can function well enough in English  to be fully integrated into the  mainstream classroom |

The Primary Assessment Kit will be used as a tool to determine the initial language proficiency of each pupil and to evaluate how well pupils are progressing with their language skills in English. The tests will help to establish a pupil’s level of English on arrival in school, monitor progress over time in language support and identify the point at which a pupil no longer requires additional language support.

The English Language Proficiency Levels specify what pupils should be able to achieve in English at each level and thus reflect the task-based approach to teaching and learning. Tasks are selected to reflect what pupils encounter daily in the classroom. Scoring procedures have been designed to achieve accurate results, provided the tests are administered strictly according to the instructions provided.

5**. Details of Programme**:

Programme Planning

1. Identify EAL learners.

2. Aid the settling down period by welcoming pupils and monitoring progress.

3. Do initial placement test

4. Class teacher and EAL teacher will collaborate to devise an EAL support plan.

5. Devise and deliver a specific language programme for individual pupils/groups.

6. Record and monitor pupils progress

7. Complete an end of year assessment/progress assessment

The EAL Teacher will be timetabled to work with the pupils following dialogue with the class teachers and in consultation with the SET Team also.

The language support teacher will record and monitor pupils progress by:

 Initial assessment

 Teacher observations

 Teacher questioning

 Pupils work samples

 Meet with class teacher to discuss progress both in the language support class and in the mainstream class.

 End of year assessment/ progress assessment, review of support plan &amp; placement on the continuum of support.

The EAL teacher will review the progress of each individual child regularly.

The EAL teacher and Staff will attend when possible EAL in-service training opportunities offered by the DES to include webinars in the education centres. In addition, EAL resources will be purchased as required.

This mode of provision for EAL needs will be reviewed annually and revised according to future needs and DES provision.

5. **Resources:**

Primary Language assessment toolkit. EAL PRIMARY SCHOOL ASSESSMENT KIT

Up and Away

Digital resources

- Use google translate

- Add Chrome Extension

Enhancing accessibility with video and audio tools in school

Make use of close captioning within YouTube

Making the most of Google Workspace school:

- Use Google translate to create translation of school enrolment form when necessary

- Google to translate welcome letters, home school communication and other administrative processes.

7. **Thematic approach**:

The following themes will be used with the children for EAL purposes (not an exhaustive list):

* Myself
* Our school
* Food & clothes
* People who help us
* Animals & plants
* Hobbies
* Toys
* Food
* House
* Games
* Holidays
* Jobs
* Travel, transport
* Time & festivals
* Rural life
* The Beach
* Weather
* Animals

6**. Review details:**

Policy review September 2024 or if exceptional circumstances deem it necessary

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson, B.O.M. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_