



# **KILGARVAN CENTRAL SCHOOL**

## **Policy**

## **For**

## **English as an Additional Language**

**Roll No: 19458F**

# English as an Additional Language Policy

## Introductory Statement

The purpose of this policy is to provide guidelines to staff on the delivery of English as an Additional language (EAL) in Kilgarvan Central School. This policy was devised following consultation with all the interested parties and taking into account the relevant DES Circulars and guidance.

## Rationale:

Kilgarvan Central School recognises and respects the different cultures, backgrounds and language of our pupils and the EAL service seeks to enable children whose primary language is not English. We will endeavour to promote the development of the EAL pupils and to help them develop to their full potential both academically and socially.

“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)

## Aims and Objectives:

Kilgarvan School is committed to providing a high standard of education and we are constantly seeking to improve the quality of the teaching and learning within the school. The aim of our EAL provision will be to create an inclusive school environment and to successfully bridge the gap in fluency in English to allow them to access the primary school curriculum in the fullest possible way.

We aim to:

- Identify individual EAL learners' needs
- Provide supplementary teaching and additional support and resources for those pupils for whom English is an additional language.
- Respond to the learning requirements of the EAL pupil
- Maximise the progress, academic attainment and social progress of the EAL pupils.
- Support EAL learners in accessing and engaging with the Primary School Curriculum
- 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 from and with others.
- Promote collaboration between class teachers, SET and EAL teachers.

## Role of the SET/ EAL Teacher

The primary role of the SET / EAL Teacher is to promote the pupils' development of English language proficiency so that he or she can gradually gain access to the curriculum. The pupils' learning remains the responsibility of the mainstream class teacher who will work closely with the SET / EAL teacher.

In collaboration with parents and the mainstream class teacher, the Support / EAL teacher:

- Identifies pupils requiring additional language support
- Assesses the pupil's proficiency in English using the available assessment tools and supplementary teacher designed tasks and assessments.

- Administers a selection of assessments from the *Up and Away* programme and together with teacher-designed tasks to ascertain the pupil's level of proficiency using the English language
- Devises an appropriate language programme (either in class or withdrawal)
- Delivers the programme
- Records and monitors the pupil's progress.
- Drafts the Student Support file and the IEP in collaboration with the class teacher.

#### **Assessment of Pupil's Needs:**

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

1. The parents will be surveyed and, if need be, interviewed 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.
2. 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. A draft list will be presented to the SEN Co-ordinator and the Principal, who will in turn make further formal and informal assessments before the child is identified as having EAL needs.
3. The Support/EAL teacher will administer a selection of assessment from the *Up and Away* programme and teacher-designed tasks to ascertain the pupil's level of proficiency using the English language.

#### **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.
- Finally, it is also aimed at professionally developing the whole school staff in competence as Support/EAL teachers.

#### **Details of Programme:**

The Support/EAL teacher will plan activities according to the EAL Template (Appendix 1) based on topics from the *Up and Away* programme for pupils in First Class and above.

Dependent on the volume of pupils in Junior Infants and Senior Infants requiring EAL support, the Support/EAL teacher may plan activities collaboratively with the class teacher in line with the themes outlined as part of the Aistear programme and the EAL programme will be delivered via a combination of withdrawal and in-class support.

In accordance with Circular 15/2009, pupils who meet the criteria for EAL will receive support for his/her first two years in the Irish school system. After a pupil has received two years of EAL support, additional support may be provided. This level of support is dependent on the availability of staff in the school and an annual evaluation of all the needs across the school.

EAL support in Kilgarvan Central School comprises of a mix of in-class support and pupil withdrawal by a teacher from the Support Team and this is determined by strategies that will best meet the needs of the pupils.

As appropriate, the Support/EAL teacher will identify mixed-ability groups, EAL-pairs or individual work for work on the pre-designed activity sheet. The Support/EAL Teacher will be timetabled according to an agreed timetable. Work completed with each child shall be individually recorded according in a Pupil Progress record (See Appendix 2 for a sample).

#### **Programme Planning:**

1. Identifying EAL learners.
2. Aiding the 'settling down' period.
3. Collaboration between class teacher and Support/EAL teacher.
4. Initial assessment (*Up and Away* programme).
5. Devising a specific language programme for individual pupils/groups.
6. Delivering language programme.
7. End of year assessment/progress assessment

#### **Recording and monitoring of pupils progress:**

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

- Initial assessment (*Up and Away* programme and teacher designed tasks)
- Teacher observations
- Teacher questioning
- Pupils' work samples
- Meeting with class teacher to discuss progress both in the language support class and in the mainstream class.
- End of year assessment/ progress assessment

#### **Resources:**

- *Up and Away* programme by IILT
- Primary School Assessment Kit by the Department of Education
- The *Lifeboat to Literacy* programme
- Pupil progress record sheet (see Appendix 2)
- Observation sheet during *Aistear* (See Appendix 3)
- CGP books: Primary EAL workbook
- *Say Hi* App.

- Jolly Phonics Programme
- Rainbow Oral Language Programme
- Interactive White Board
- PM Readers
- Dolch & Fry's word list
- Art & Craft supplies
- Picture cards, matching games, board games etc.
- This list is not prescriptive or exhaustive and teachers may use additional resources for the planning and delivery of this programme.

**Standardised testing:**

In reference to Circular 0056/201 : "Students may be excluded from standardised testing if in the view of the school principal they have learning or physical disability which would prevent them from attempting the tests, or in the case of migrant students, where the level of English required in the test would make attempting the test inappropriate." It is generally accepted that pupils who have not reached level A1.3 of the language proficiency benchmarks may not be tested with standardised tests

**Reference Section:**

- *Aistear: the Early Childhood Curriculum Framework*, NCCA, 2009
- Circular 15/2009 Meeting the needs of pupils learning English as an Additional Language, DES
- Intercultural Education in the Primary School, Guidelines for schools, NCCA, 2005
- Primary School Assessment Kit, DES, 2007
- Toolkit for Diversity in the Primary School, 2007 • Up and Away, IILT, 2006
- Intercultural Guidelines for Schools, INTO
- Circular 138/2006 Supporting Assessment in the Primary School, DES

**Ratified by the Board of Management on October 2023**

Signature of Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

**Review**

This policy will be reviewed in 2025

**Appendix 1 EAL:**

Kilgarvan Central School : Themes for 2022/23 and subsequent school years.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Unit 1:</b> Myself	<b>Unit 2:</b> Our School	<b>Unit 3:</b> Food Clothes <b>Unit 12:</b> Plants & Animals	<b>Unit 4:</b> Colours, Shapes & Opposites	<b>Unit 5:</b> People who help us	<b>Unit 6:</b> Weather	<b>Unit 7:</b> Transport & travel	<b>Unit 9:</b> The local & wider community <b>Unit 10:</b> Time	<b>Unit 11:</b> People and places in other areas	<b>Unit 13</b> Caring for my locality