

Scoil Eoin Baiste

Buachaillí Sóisearacha

Bóthar Ghort na Mara Thiar

Cluain Tarbh, Átha Cliath 3.

D03 TD21

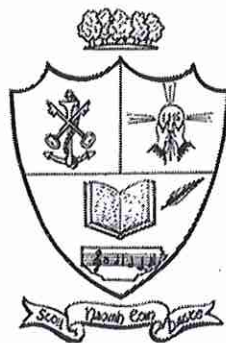
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English as an Additional Language Policy -EAL Policy

Introductory Statement

The purpose of this policy is to provide guidelines to school staff 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 the 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 the curriculum areas.

Rationale

We, in St. John the Baptist Junior Boys' School, promote and facilitate the inclusion of all pupils in our school. We acknowledge our pupils' diverse cultural backgrounds and languages. We strive to enable pupils, whose primary language at home is other than English, to develop their potential. We endeavour to support our pupils in developing their individual voice within the school context.

Aims and Objectives

The overarching aims of this policy is to foster and create an inclusive school environment which reflects and affirms the linguistic, ethnic and cultural diversity of St. John the Baptist Junior Boys' School. In addition, the policy aims to facilitate the integration and inclusion of pupils into the mainstream learning setting and to support their access to the curriculum.

We aim to:

- Identify individual EAL pupil's needs.
- Recognise the talents and skills such pupils bring to the school.
- Respond to the needs of the EAL pupil.
- Support the EAL pupil in accessing and engaging with the primary school curriculum.
- Develop the EAL pupil's sense of self-esteem and to enable him to engage in the social aspects of school life.

Role of the Language Support Teacher

In reference to Circular 0015/2009, 'In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support, assess pupil proficiency in English using assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor pupils' progress'. They share their expertise with mainstream class teachers and assist in

and monitor pupils' progress". They share their expertise with mainstream class teachers and assist in developing and disseminating good practice to support the development of students' English language proficiency.

The primary responsibility of the language support teacher is to promote the pupil's development of English language proficiency so that he can gradually gain access to the curriculum. The language support teacher's role is not to teach the curriculum – this remains the role of the mainstream teacher. Good liaison between both teachers supports this learning. The introduction of non-English speaking children into the class is a challenge. It requires cooperation between the language support teacher, the mainstream teacher, the principal and the parents of the school. This liaison allows for language learning activities to be provided for use in the mainstream classroom during the initial period in the school.

St. John the Baptist Junior Boys' School strives to create an inter-cultural and inclusive school community through multi-lingual phrases on display throughout the school.

On arrival into our school, an initial assessment will be made of the pupil's proficiency in the English language. It is important to allow a settling down period before attempting this. The ability of any pupil to perform in the classroom will be viewed in relation to the performance of the native speaking peer group.

Collaborative Practice

At St. John the Baptist Junior Boys' School we acknowledge that the benefit of individualized language support will be realized and maximized through collaboration between the language support teacher and both the class teacher and parents/guardians. Collaboration will be facilitated by the following:

- The language support teacher will assess proficiency in English using the Primary School Assessment Kit (PSAK) and *Up and Away* assessment tools.
- Following assessment, an appropriate language programme will be devised by the language support teacher with input from the class teacher, for example, information regarding thematic planning in various subject areas.
- Regular meetings (including formal monthly meetings) will take place between the language support teacher and the mainstream teacher in order to:

-Plan and evaluate pupil learning

- Review/evaluate/ assess pupil integration in mainstream class, for example, the classroom teacher may provide information about how the pupil is reacting in class and coping with interaction with peers.

- Identify an area of concern regarding progress as an English Language learner.

- There are agreed checklists (*School Support Checklist* and *My Thoughts about School*) that will be used when observing the strengths and challenges faced by the pupil during the settling in period.

The joint objective is to:

- Enable pupils to understand and use the functional language of the classroom.
- Equip the pupil with the knowledge of the rules and procedures of the school.
- Help the pupil to understand different norms of behaviour within the new school culture.
- Help build confidence and self-esteem in the pupil.

Identification of pupils requiring language support and assessment of language proficiency of pupils for whom English is an additional language

- As part of the registration and enrolment process in St. John Baptist Junior Boys' School, parents/guardians complete a form indicating whether English is the child's mother tongue.
- The SET will liaise with mainstream class teachers at the start of the school year, to identify children who may need additional support in English language. When identified, parents will be requested to give consent (either oral or written), authorizing the school to carry out additional assessments. Parents are then requested to give written consent to withdraw the child from the mainstream setting, if appropriate, to access additional support in the English language.
- In reference to Circular 0015/2009, 'It is recommended that pupils receive additional EAL support teaching in the classroom or in timetabled EAL lessons for small groups in addition to the support they receive from the class teachers'
- All newcomer pupils must complete the 'Placement Test' of the Primary School Assessment Kit. Language support teachers will carry out initial interviews and relevant assessments and communicate findings of these tests to guide the class teachers in their planning for the pupils.
- The Primary School Assessment Kit will then be used to create a profile of the pupil's proficiency across the four language areas (listening, speaking, reading and writing (Junior and Senior Infantas will be assessed in two areas only; listening and speaking)), as referenced in *English as an Additional Language in Irish Primary Schools, NCCA Guidelines for Teachers (p. 51-59)* and *Assessment in the Primary School Curriculum, NCCA Guidelines for Schools*.
- The language support programme is organized with reference to the English Language Proficiency Benchmarks and the 13 units of work based on the Primary Language Curriculum as reference by *UP and Away pp. 35-56*. The Primary School Assessment Kit (see Circular 0015/2009) set of tests, based on IILT's English Language Proficiency Benchmarks will be used to assess pupil progress through the three levels of A1- Way Stage, A2 – Breakthrough, and B1- Threshold. When a pupil has received level B1 in all language skills, i.e. receptive language skills of listening and reading and the productive skills of spoken interaction, spoken production and writing (*Up and Away p. 36*), **then the pupil has achieved the necessary proficiency to access the curriculum in the mainstream classroom.**
- This language support programme includes 13 Units of Work which represent the strands of the primary curriculum. These units cover topics such as Myself, Colours, Shapes and Opposites and the Local and Wider Community. The pupil will be guided through the units which include elements of understanding, speaking and writing within each unit as per their appropriate year group.
- Allocation of additional support for pupils who require language support for more than two years is considered with reference to DES Circular 0015/2009.
- Pupils' progress will be monitored and assessed at appropriate intervals through completion of the Primary School Assessment Kit
- The inclusion of EAL pupils in routine standardized testing in school is managed with reference to Circular 0138/2006, 'Pupils may be excluded from the test if, in the view of the school principal, they have learning or physical disability which would prevent them from attempting the test, or in the case of newcomer pupils, where their level of English is such that attempting such a test would be inappropriate'. Any decision to exempt a pupil will be taken in consultation with parents/guardians.
- Communication is facilitated with parents/guardians whose mother tongue is not English through the use of interpretive/translation services (Google Translate), pictorial representations of pupil progress, for example, parent-teacher meeting report sample in *Up and Away* and samples of pupils' work.

Organisation of English Language Support in St. John the Baptist, Junior Boys' School

- Language support pupils are assessed regarding their level of proficiency in the English language.
- The SET and Teacher 13 in collaboration with the class teachers, arrange a timetable for pupils to receive language support, which will facilitate pupils access to non- language based curriculum areas as far as possible.
- In line with best practice, there is flexibility within the delivery of language support with varying models of support delivered to best meet pupils' needs.

Programme Planning:

- Language support programme is organised in relation to the English Language Proficiency Benchmarks and the 13 Units of Work based on the Primary Language Curriculum (*Up and Away pp. 33-56*)
- Language support is delivered in small groups of 3-5 pupils.
- Little and often is more effective than a longer session less frequently.
- Where appropriate, the timetable of the language support is organized to include flexi periods which will focus exclusively on a particular problem area.
- Programmes of work are collaboratively devised through consultation between class teacher and learning support teacher during regular meetings.
- Materials for language support will include: class books, activity books, storybooks, games, picture-photo dictionaries, sets of cards, phonic series, projects, computer software etc. Teachers and pupils can access additional resources through individual iPads.

Recording and Monitoring of Pupil Progress

With reference to Circular 0015/2009, all documentation in relation to administration of standardized assessment tests is retained by the school for audit inspection purposes.

The language support teacher will record and monitor pupil progress through:

- Teacher observation and questioning
- Observations and progress are recorded in Cuntas Míosiúla. This informs future planning.
- This record is stored securely in the principal's office.

Success Criteria

1. Pupils gradually gain access to the curriculum by becoming more proficient in English as an additional language.
2. Pupils are enabled to grow in confidence secure in their knowledge of the social norms of the school community, which is inclusive and intercultural.
3. Pupils achieve a level B1.3 in listening, speaking, reading and writing of the English language as per the Primary School Assessment Kit.

Roles and Responsibilities

This policy is coordinated by the SEN coordinator and the principal. EAL pupils are supported by Teacher 13 who is responsible for the role of language support teacher.

The primary responsibility of the language support teacher is to promote pupils' development of English language proficiency so that he can gradually gain access to the curriculum. This is achieved by:

- Working collaboratively with the mainstream class teacher to set relevant and achievable targets.
- Preparing the pupil to access mainstream learning.
- Helping the pupil to develop appropriate strategies and skills for future formal education.
- Accessing classroom learning
- Socialising with peers.

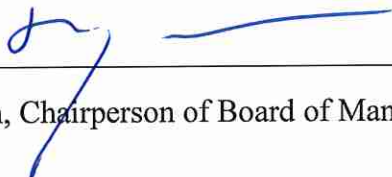
It remains the role and responsibility of the mainstream class teacher to teach the curriculum.

Ratification and Communication

This policy was ratified by the Board of Management of St. John the Baptist Junior Boys' School on

12/10/21

It was circulated and communicated to the school community thereafter.



Mel Ferguson, Chairperson of Board of Management JBS