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Cullina National School –

English as an Additional Language Policy 2023

Introduction:

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Cullina NS. 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. Cullina NS 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 and celebrated.

Rationale:

In Cullina NS, we acknowledge children's differing culture, backgrounds and language. The EAL service enables the students whose primary language or language of the home is other than English, to develop their individual potential, both socially and academically, within the school system.

Aims and Objectives:

In Cullina NS, we are committed to providing appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of all pupils. 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.

We aim to:

- Identify individual EAL learner's needs.
- Recognise the talents and skills they bring to the school. respond to the needs of the EAL learner.
- Support EAL learners in accessing and engaging with the Primary Curriculum.

Role of the EAL Teacher:

The primary role of the 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 pupil remains the responsibility of the mainstream class teacher who will work closely with the EAL teacher. In collaboration with parents and the mainstream class teacher, the EAL teacher:

- Identifies pupils requiring additional language support.
- Assesses the pupils proficiency in English using the assessments tasks from the Up and Away programme from the Primary School Assessment Kit and supplementary teacher-designed tasks/assessments.
- Devises an appropriate language programme.
- Delivers the programme.
- Records and monitors the pupil's progress.

Aim 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.

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.

Details of Programme:

The EAL teacher will plan activities according to the EAL Template (Appendix 1) based on topics from the Up and Away programme.

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 Cullina NS 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.

Programme Planning:

1. Identifying EAL learners.

2. Aiding the 'settling down' period.
3. Collaboration between class teacher and EAL teacher.
4. Initial assessment.
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
- 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 and skills
- Pupil progress record sheet (see Appendix 2)
- 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 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."

It is generally accepted that pupils who have not reached level A1.3 of the language proficiency benchmarks will not be tested with standardised tests.

Reference Section:

- 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

Ratification:

This policy was adopted by the Board of Management on 25th November 2023



(Chairman)

25/11/2023