

St Kilian's Junior School

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Registered Charity Number: 20120054

Principal: *Kate Sweeney M.Ed.*

Deputy Principal: *Noreen Coll B.Ed.*

St Kilian's JNS

English as an Additional Language Policy

Introduction

St. Kilian's is a multicultural school with an inclusive school environment that reflects, values and affirms linguistic, ethnic and cultural diversity. We welcome all children and families into our community. As a school we aim to foster respect and understanding for all cultures. We aim to promote and affirm cultural awareness through various curriculum subjects, through displays, and through books and resources purchased for use in the school. We understand that children and families come to our school with different language skills, experiences and needs. Therefore we endeavor to provide for these children so that;

They may communicate with others in the language of the school.

They can integrate with their peers and with the school community.

They can participate fully in the curriculum.

This policy was formulated in consultation with the principal, support team, staff, parents and Board of Management and was updated in February 2010.

Rationale

With the arrival of circular 0015/2009 together with the introduction of the Primary School Assessment kit in March 08 we felt it necessary to update our E.A.L. Policy. Currently just under 20 per cent of the pupil population are international newcomer students. This percentage increase prompted the updating of the policy.

Relationship to characteristic spirit of the school

We wish to ensure that the policy reflects the vision and philosophy of St Kilian's Junior School. Our vision aspires to a *'caring, loving school, where all children, of whatever abilities, are given equal opportunity to reach their full potential – academically, spiritually, physically, socially and emotionally.'*

Aims

With the introduction of this policy we hope that the newly arrived pupil;

1. Feels welcome into our school community.
2. Senses the respect, appreciation and celebration of different cultures that makes up this particular school community

3. Can understand and use the basic language of the classroom.
4. Understands different norms of behaviour that may exist in the new culture or society ie. in the classroom, playground and school.
5. Builds confidence and self-esteem, particularly those who may feel different, excluded and less able than those around him/her and develops friendships and good positive social interaction.
6. Is enabled to develop the skills necessary for learning and for equality of access to the curriculum by focusing particularly on listening, speaking, reading and writing.

Roles and Responsibilities

The Principal

The principal has overall responsibility for the school's EAL Programme, including;

- development of policy,
- monitoring the implementation of the support programme,
- overseeing the implementation of assessment,
- providing guidance to staff and informing teachers of in-career development.

The EAL Teacher

'In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support, assess pupils' proficiency in English using the 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 developing and disseminating good practice to support the development of students' English language proficiency.' (Circular 0015/2009)

'The principal objective of the language support programme is to integrate the pupils as quickly as possible into all mainstream learning and activities of the school.(Up and Away page 20)

'The primary responsibility of the language support teacher is to promote the pupils' development of English language proficiency so that he or she can gradually gain access to the curriculum.' (Up and Away page 5)

The EAL teacher has responsibility for;

- aiding in the selection of pupils for EAL support,
- administering Primary School Assessment Kit tests to selected pupils,
- in collaboration with class teacher, setting achievable learning targets/objectives,
- the provision of supplementary teaching based on the primary school curriculum,
- preparing pupil to access mainstream learning,

- developing strategies to enhance the acquisition of language skills through the four strands of listening, speaking, reading and writing,
- helping pupil develop skills and strategies to support learning and education in general.
- supporting child with socialization skills
- contributing to the development of the policy,
- providing the resources necessary within the budget provided,
- consulting with teachers regarding curricular planning,
- consulting with and providing guidance to parents
- maintaining records, monitoring progress and reviewing provision as necessary

The language support teacher also promotes intercultural cross curricular learning activities in the school and helps involve newcomer parents in school activities.

The Language support teacher also attends in-service and courses on best practice.

The Class Teacher

We as a staff, have a collective responsibility to develop the children's proficiency levels in listening, speaking, reading and writing. All teachers are language teachers and all children are learning about language. The E.A.L. teachers will support classroom teachers and help newcomer children settle into the school community. According to D.E.S. Circular 0015/2009 '*the EAL pupil remains the responsibility of the **mainstream class teacher** at primary level... In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support, assess pupils' proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor pupil's progress.*'

The role of the class teacher involves

- implementing teaching strategies that will enhance the acquisition of language skills across the strands of speaking, listening, reading and writing,
- implementing school policy on the selection of pupils for EAL support,
- adjusting the class curriculum to meet the needs of all children as far as possible,
- providing pupils will extra individual help when necessary,
- carrying out an error analysis of child's work to pinpoint areas of difficulty and future focus,
- carrying out continual assessment based on oral work, sentence formation, descriptive ability, letter/sound recognition, word attack skills, sight vocabulary, reading fluency, comprehension
- maintaining regular contact with parents.

-providing the opportunity for peer tutoring or a buddy system.

-enlisting SNA support if available in the classroom.

Collaboration between language support teacher and class teacher

Collaborative planning between the class teacher and the language support teacher takes place through the shared school plans for each year group.

The EAL teacher also meets the class teachers at a formal planning meeting once termly. Forthcoming themes and units of work are discussed and tallied. Pupils' academic development and social interaction are also discussed as are any difficulties they may be having.

The joint objective is to ensure the pupil can understand the language of the classroom, knows and understands the rules and procedures of the school, understands different norms of behaviour that may exist in a new society, and builds confidence and self-esteem. (Circular 0015/2009, Up and Away page 4, 6.)

Organisation of Language Support in this School

Pupils are withdrawn from class and there will also be in-class support and team teaching, based on the needs of the EAL students.

There is an allocated language support learning and resource room.

Identification of Pupils Requiring Support

In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support.

The criteria are as follows;

Newcomer pupils entering junior infants or any other class in the school who have clearly very little English and whose main language at home is not English are identified by class teacher as needing support. They are initially assessed as at level 0 (Primary Assessment Kit).

Pupils entering the school who have had no EAL support. Those with *the least amount of Eal support must be counted first.* (circular0015/2009)

Pupils attending for language support for less than 2 years and who have according to circular 0015/2009 '*significant English language deficits*'.(circular0015/2009)

Pupils attending for language support for more than 2 years and who have according to circular 0015/2009 '*significant English language deficits assessed as having a language proficiency of either level 0 or A1 or level A2*' (Primary Assessment Kit).(circular0015/2009)

Application to Department of Education for these pupils in accordance with circular 0015/2009.

Assessment of Pupils' Levels of Language Proficiency

Both the class teacher and the EAL teacher assess the pupils' levels of language proficiency through;

Teacher observation.

Assessment of pupil's oral work, sound and letter recognition, word attack skills, reading and writing.

Assessing portfolio of child's work.

Up and Away pages 20 -25 assessment checklists.

Continuous assessment of attainment of IILT English Language Proficiency Benchmarks and the thirteen units of work on which the whole language support programme is based. (Up and Away pages 20 - 25)

Results of Primary School Assessment Kit used in March of each year. Children are assessed in the four language skills of listening, speaking, reading and writing

Results of standardized or diagnostic tests.

Programme Planning

In collaboration with the class teacher the EAL teacher will plan a programme of work suitable to the particular level of the EAL child.

The language support programme is based on the English Language Proficiency Benchmarks and the thirteen units of work in Up and Away.

This work will be differentiated in order to support and reinforce what is required within each academic level.

This programme of work will include the four strands of listening, speaking, reading and writing and will aim to provide the child with the extra help needed to become an independent learner with equal access to the curriculum.

This programme of work will take the form of both small group work on a withdrawal basis and in classroom support.

The Up and Away guidelines recommend small groups of 3 to 5 little and often.

Materials are selected that include, story books, poetry, rhymes, songs, activity books, class books, readers, novels, games, workbooks, dictionaries, sets of cards, language activities, phonics Phirst, bingo cards, play objects, toy shop, food, clothes, etc.

Content of Plan

We try to make every newcomer child and their family feel happy, safe and secure within the learning environment.

We try to ensure that they are motivated and supported in their learning.

We endeavour to give each child the skills of communicative language and of reading and writing to enable them access the academic curriculum.

We use many strategies to achieve this.

1. On enrolment parents are provided with a St. Kilian's School Information book and with a welcome pack listing helpful websites and publications in various languages which may assist them settle into the Irish Educational System. (copy attached).

2. Parents are also made aware of parent/teacher meetings and also that they are more than welcome to make appointments to meet teachers at any stage during the year should they need to discuss issues regarding their child's progress.

3. Every class teacher has a handout with advice on welcoming new arrivals and on the development of an inclusive classroom. (copy attached).

4. There is a multicultural school display board in the main hall and reception area. This board has displays which respect and celebrate the rich diversity of culture in our school. Care is taken throughout the school that visual representations of other countries and cultures preserve dignity. The first language of the child is acknowledged and celebrated.

5. There are copies of templates for school letters re parent teacher meetings, school closures etc in the various languages. These are in the EAL room.

6. All teachers have been made aware of the Community Links Folder which provides information on all of the main immigrant countries and cultures. This is helpful for classroom displays, projects and curricular activities.

7. A combination of teacher observation and the use of the Primary School Assessment Kit helps identify where each child is at in terms of language, reading and writing proficiency.

8. Each E.A.L child is supported both within the classroom environment or withdrawn in small groups depending on their needs.

9. E.A.L. Teachers work in collaboration with the main class teacher to set relevant and achievable learning targets for the child and to decide on best practice re methodologies and learning strategies.

10. Communication with parents whose mother tongue is not English is facilitated through the use of pictorial representations of progress and through opportunities to view samples of their children's work.

Teaching Methodologies

Language lessons focusing on the four strands of listening, speaking, reading and writing are based upon themes;

1. Myself.
2. My Home

3. My School
4. Clothes,
5. Food,
6. People who help us in the community,
7. Colours, shapes and opposites,
8. Weather, Seasons Holidays and Festivals,
9. Transport and Travel,
10. Time,
11. Animals and Plants

Strategies and Methodologies used:

The children learn through;

Active learning,

Talk and discussion,

Guided Discovery,

Collaborative learning,

Problem solving,

Use of ICT,

Direct Teaching,

Modeling language,

Using the environment,

Learning through play,

Poems and rhymes are used to help language development, idioms and expressions, pronunciation, sentence structure and intonation.

Story telling to develop listening skills, imagination, recall and retell, prediction, cause-consequence, vocabulary and comprehension.

Songs to help language development, pronunciation, sentence structure and intonation.

Role play games to develop the language of social interaction, and to develop fluency and competence in spoken language eg. Ordering food in a restaurant. Buying food in a shop. Trying on clothes.

LDA Time to Talk: A Programme to develop oral and social interaction skills at infant level Alison Schroeder

Kim's game with objects from the different topics and Simon Says and other action games.

Activities from the IILT *Activities for developing literacy and numeracy with language support pupils*

in primary schools.

Activities from the IILT *Training Manual*.

Listening, speaking, reading and writing activities from the IILT *English language teaching..Units of Work* book.

Listening, speaking, reading and writing activities from the *Up and Away* programme.

Listening, speaking, reading and writing activities from the IILT *European language Portfolio*.

LDA picture card games, Sequencing cards, What's wrong picture cards all developing oral language skills of listening and speaking.

A selection of listening and speaking activities from *Language Lessons in the Classroom* by Susan Diamond

Discovery walks around the school and the local environment.

Primed Listening comprehensions and activities from *Beginner's Communication Games*.

The use of the Chatterbox language programme.

Activities like designing menus, fashions, baking buns, creating collages, art work and painting. These enhance group discussion of the methodologies used and also the language of social interaction.

Sight vocabulary games like word pairs, word wall, snap and bingo.

Lessons from the 'Fonics Phirst' scheme to develop phonological awareness.

The development of phonemic awareness and of onset and rime.

The reading and discussion of texts from the '*Starways Reading Scheme*' and from *Way Ahead levels 1 and 2*.

Collaborative reading,

Modelled reading,

Shared reading,

Oral comprehension questions and answers based on texts read.

Written comprehensions, cloze procedures based on texts read.

Modelled writing.

Shared writing.

Comprehensions from the books *Developing Comprehension First Book* and *Developing Comprehension Book 1*

The development of independent writing based on the oral language topics listed above.

Recording and Monitoring of Pupil's Progress

The children's progress is monitored through

Direct teacher observation

Record of work in each child's individual portfolio

Error analysis of pupil's work

Continuous assessment of attainments in oral work, letter recognition, word attack skills, sight vocabulary, reading fluency and comprehension.

Up and Away Assessment Checklists

Primary School Assessment Kit

Standardised Assessment Results in Reading

Circular 0015/2009 All documentation in relation to the administration of tests are retained by the school for audit/inspection purposes. These are kept in each child's individual EAL file.

Communication with Parents

1. On enrolment parents are provided with a St. Kilian's School Information book and with a welcome pack listing helpful websites and publications in various languages which may assist them settle into the Irish educational System. (copy attached).

2. If parents have no access to a computer, hard copies of some texts are available in the main immigrant languages of this school. The NCCA *What,Why and How of Children's Learning* is available in this school in Polish, Lithuanian and Latvian. The INTO *Your Child in the Primary School* is available in Polish and thr JRS *Your Child and Schools in Ireland* is available in Romanian and Russian. Parents are also provided with forms in various languages to ensure greater understanding.

3. Parents are also made aware of parent/teacher meetings and also that they are more than welcome to make appointments to meet teachers at any stage during the year should they need to discuss issues regarding their child's progress. Letter templates regarding meetings and appointments are available in Russian, Chinese, Croatian, French, Persian, Polish, Romanian, Moldovan, and Slovakian.

4. There is a curriculum information meeting for parents of junior infants focusing on parental input in the areas of English and Maths.

5. Parents are also given information about the parent's association and are invited to join same.

6. The EAL teacher has formal parent teacher meetings to listen to any parental concerns, to outline the programme of work, to provide help and advice and to give guidance on parental input.

7. Parents are encouraged to be partners in the child's education by:

- providing a home environment conducive to learning
- reading books together in own language
- story-telling in own language
- paired reading
- using I.C.T. If available to support
- discussing with child to develop vocabulary

Individual Teacher planning

A yearly/monthly plan of work for each year group is available for inspection in the school. There is an agreed EAL weekly template (PPDS) to be filled in based on the yearly schemes. The Cuntas Míosúil is this completed template.

Success Criteria

To ensure this policy is effective, we will review it annually and modify accordingly.

Timeframe for Implementation

This policy will be implemented in April 2010.

Timeframe for review

This policy will be reviewed as required, initiated by the support teaching staff and the Principal.

Responsibility for Review

Those responsible for review include teaching staff, E.A.L. Teachers, parents, principal and the Board of Management.

Ratification and Communication

This policy was ratified by the Board of Management in March/April 2010.



Signed for the Board by :

Date :13th April 2010

St Kilian's Junior School Charter Against Racism

Every child has the right;

1. To be themselves and to be treated equally and with dignity and respect regardless of colour, race, gender or religion.
2. To feel safe from physical abuse and from verbal abuse, jeering, mocking, or name calling.
3. To be called by his/her own name.
4. To be listened to and to have friends.
5. To have his or her beliefs and customs respected.
6. To have his or her personal belongings respected.
7. To receive a good education without prejudice.
8. To use and develop his or her own talents and to be included in all school activities.
9. To have his or her privacy and confidences respected.
10. To express his or her opinions and feelings freely.

Information for parents

Welcome to St Kilian's Junior School. You will have already received an information booklet about this school. In addition to this we would like to point you in the direction of the following websites which may be of help.

www.ncca.ie/parents

This website has translations of the important booklet 'The What, Why and How of Children's Learning in Primary School' in the following languages; Chinese, Deutsch, Polski, Lietuvi, Francais, Latvietis.

It also has information on children's school report cards in English, Lithuanian, (Lietuvi), Polish (Polski) and French (Francais).

It has a guide to understanding standard scores in Chinese, Deutsch, Polski, Lietuvi, Francais, Latvietis. It also has a guide to understanding Sten scores in Chinese, Deutsch, Polski, Lietuvi, Francais, Latvietis.

It also has links to Department of Education documents of interest to parents who are newcomers to Ireland. These documents are available in Deutsch, Polski, Latvietis, Lietuvi, and Russian.

www.mie.ie/lochrann

The Lochrann Centre for Intercultural Education, Marino Institute of Education.

This website has links to translations of the booklet 'Your child and Schools in Ireland' in the following languages; Arabic, Chinese, French, Lithuanian, Polish, Romanian and Russian.

It also has copies of the National Educational Welfare Board parents' information leaflet 'Don't let your Child miss out' in Albanian, Arabic, Chinese, Czech, French, Latvian, Lithuanian, Polish, Portuguese, Romanian, Russian, Slovak, Spanish, Yoruba.

Www.jrs.ie

This website has a booklet explaining the Irish Educational system 'Your child and schools in Ireland' from enrolment to types of schools, the school day, health checks in schools, financial help available in sending a child to school, and information on special education. This booklet is available in the following languages; Arabic, Chinese, French, Lithuanian, Polish, Romanian and Russian.

The JRS or Jesuit Refugee Service offers asylum seeker support but it also offers support for all newcomers to Ireland. There are city centre classes for English language support and learning. There are workshops for parents giving information

on the Irish Educational System, on children's learning in the Primary school and tips on becoming involved in your child's education. Community links, 13 Gardiner Place, Dublin 1. Tel; 01 8148644

www.mantralingua.com

This site lists children's books available in many different languages including, Polish, Latvian, Lithuanian, Czech, Slovakian, Panjabe, Romanian, Arabic, Chinese, Russian, Somali, and Urdu.

It is important to read and tell stories in child's first language.

The following websites have multicultural books;

www.barefootbooks.com

www.kidsown.ie

www.franceslincoln.com

Other Information

Both adults and children's books are available free on loan from the library in Tallaght. This is situated beside the Luas terminus in the Square in Tallaght. To become a member you need your address and PPS number.

EAL Resource List

Resource Packs

Chatterbox language kit.

Toolkit for diversity in the Primary School

Integrate Ireland Language Training Manual

Integrate Ireland Activities for developing literacy and numeracy

Integrate Ireland Up and Away Resource Book

Integrate Ireland Using School Texts for language Support

Integrate Ireland My First English Book

Integrate Ireland European Language Portfolio

Integrate Ireland English language teaching materials

Primary School Assessment Kit

Speaking for Myself Software

Community Links Resource Folder for Teachers

School Works Child Labour, The Right to Education and Fairtrade.

Intercultural Education in the Primary School Guidelines for Schools

Home and Away A theme based Guide to Development Education Resources for Primary Schools.

Wellington Square Teacher's Resource Pack

Refugees A Resource Book for Primary Schools

Red Folder Language and Listening Games

Ten minute oral activities

101 games for social skills

Building blocks for English

Wordshark 3 Software

Way Ahead 1 pupil's book 8

Way Ahead 1 workbook

Way Ahead 1 practice book

Way Ahead 1 CD

Way Ahead 1 teacher's book

Way Ahead 2 pupil's book 8

Way Ahead 2 teacher's book

Way Ahead 2 practice book

Way Ahead 2 workbook

Way Ahead 2 CD

Way Ahead 2 resource book

Resources/Activities

Washing machine Game

World Giant Card games

Shop to the clock game

Shopping list trolley game

Round the House items/clothes

4 scene sequencing cards

Easy picture/word opposites

LDA preposition cards

LDA parts of the body cards

LDA tense sequencing cards

LDA cards nouns children toys

LDA cards nouns everyday objects

Know your animal cards

Wildlife adventure game

Oral language card kit - actions, food, clothes etc.

Frank Shaffer Action Picture/Word cards

Frank Shaffer Easy Picture/Word cards

Frank Shaffer Easy Sight Word cards

Frank Shaffer Easy Consonants cards

Frank Shaffer Reading Comprehension Activity Cards grades 1 and 2

Words that rhyme bingo

Making stories is fun dominoes

Rhyming is fun dominoes

Pass the word spelling game

Teddy Jacks word game

Number cards

Look and match numbers

Know your abc cards

Alphabet cards

Discover and learn what time is it game

Super duper sorting set

Mr Potatoe Head

Cash register

Shopping basket of play food

Tea set.

Cooker kitchen

Jigsaw puzzles

Fruit stall jigsaw puzzle puzzle

Jolly jungle puzzle

Rhyming word puzzle

Supermarket puzzle

Farm animals puzzle

Summer and winter puzzle

Rhyming words Floor puzzle

Number/picture matching jigsaw

Snow white puzzle

Woodland animals puzzle

Months of the year

Zoo Animals

Teachers; Welcoming new arrivals, EAL

Inclusion

On enrolment in the office this child's parents have been given a copy of the school handbook and a welcome information sheet.

They will also be given access to the NCCA 'The What, Why, and How of Children's Learning in the Primary School' (Polish Lithuanian, Latvian) and the INTO 'Tips for Parents' and 'Your Child in the Primary School' booklet (Polish), Jesuit Service 'Your Child and Schools in Ireland' (Russian, Arabic, Polish, Lithuanian)

This child could be given a buddy in class.

Peer tutoring - an EAL child could work collaboratively with an Irish child for certain activities such as practical maths or the writing process.

All children in the class should be taught how to work collaboratively in groups, assigning roles.

A tour of the school could perhaps be organised.

A variety of dual language books are available in EAL room.

Each classroom has a variety of age appropriate concrete materials, big books and literacy activities.

Discuss visual representations of the school rules.

A possible circle time lesson focusing on friendship with new children.

Value the child's home language through signs, notices, greetings and ask child how do you say this in your language.

A display of photographs, newspaper cuttings, stamps, postcards etc of the newcomer culture or country.

A lesson teaching about the EAL child's country of origin

A recognition of other important festivals and special days, eg Chinese New Year, (between Jan 20th and Feb 20th) Ramadam, Eid-ul-Fitr (marks end of Ramadam), Diwali, Hindu festival of lights in November.

Care to be taken with visual displays representing other countries. For example Africa should not be solely associated with poverty. Images should be up to date, African doctors, President of America... See similarities as well as differences. See diversity within other cultures. Connections and mutual influence should be highlighted. Images should preserve dignity and should not be patronising.

Some dates of Intercultural Significance

March 21st International Day against Racism.

December 10th International Human Rights Day

June 12th International Day against child labour.

Oral language lessons should be on the class timetable, including role play, story, rhyme, poetry, games, drama, talk and discussion.

The teacher should model activities for the EAL child, ie think out loud. This works well with mathematical problem solving and with the writing process.

The EAL child could be encouraged to write something in his/her first language. This allows the child's first language to be valued, which research suggests has been linked with successful second language acquisition.

Some websites that may be of help to teachers

www.ncca.ie

EAL guidelines and support.

www.jrs.ie

Standard letters

www.anseomraranga.com

Practical resources

www.imagebank.ie

a Library of photographs

www.babelfish.com

translation service

www.mamalisa.com

nursery rhymes in different languages

www.mantralingua.com

stories from other countries and cultures

www.barefootbooks.com

www.kidsown.ie

www.franceslincoln.com

www.cricksoft.com sentences to reassemble

www.speechtherapygames.com

www.dyslexia.co.uk/teachers-tips

www.songsforteaching.com/phonemicawareness

www.mamalisa.com/world

This site has rhymes in english and in other languages

www.mlpsi.ie

This is the modern languages in the primary school initiative website

www.mes-english.com

This contains free downloads for teachers of EAL learners.

www.enchantedlearning.com

Contains resources for teachers

www.primaryresources.co.uk

Teachers share resources and worksheets

www.wayahead-english.com

This is an english language resource programme

www.sparklebox.co.uk

free downloadable resources

www.primaryideas.co.uk/misc/timetablecards.doc This site contains visual aids for timetables and activities

www.britishcouncil/english.co.uk This contains flashcards that may be useful with EAL learners

www.graphicmaps.com

Maps and physical features of the world

www.imagesoftheworld.org

maps and photographs from around the world

For information on other countries go to www.jrs.ie, click on resources, click on schools, click on country data.