



CARGILFIELD

ENGLISH AS AN ADDITIONAL LANGUAGE

At Cargilfield Nursery we value the contribution which BAME children make through bringing their culture and language to enrich our nursery environment. We accept the principles expressed in the section “*Fostering Equal Opportunities*” from “*The Curriculum for Excellence*” and welcome all children from different social, linguistic, religious and cultural backgrounds, and will use any opportunities this affords to enrich the curriculum.

Nursery ethos

- Recognise the child’s mother tongue – this doesn’t mean they have “no” language, they have a different language/s.
- Make the classroom socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Boost the pupils’ self-esteem – remember, they have the potential to become bilingual adults but it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.
- Identifying pupils strengths.
- Pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences; see the cultural differences brought by the pupil to the class as a bonus and use this in your teaching.

Aims

We aim to provide the means for BAME children to have access to a broad and balanced curriculum and achieve their full academic potential. We will make every effort to enable children to interact socially and to ensure their wellbeing. We will seek to provide parents with clear information about the school and its procedures and to establish mutual respect for culture and values.

To achieve these aims the Nursery will

- Ensure that the nursery is welcoming.
- Assess individual children for cognitive level, education, background and linguistic understanding.
- Establish communication links with home and family and to identify cultural and religious background.
- Provide appropriate emotional and academic support.

CARGILFIELD SCHOOL

45 Gamekeeper’s Road, Edinburgh, EH4 6HU

Telephone: 0131 336 2207

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Cargilfield is an Educational Charity No. SC005757 Company Registration No. SC025080

- Ensure that the setting reflects the culture of all the children, and that every child's culture and language is valued.
- Monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning.
- Liaise contacts with P1 teachers during transition to Primary 1.
- Keep all staff informed by providing opportunities for information sharing/gathering.

All practitioners will:

- Be made aware of and be sensitive to cultural needs of children.
- Include reflection on other cultures as normal part of the curriculum.
- Promote language awareness throughout the school.
- Display pictures reflecting different cultures.
- Ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire.
- Ensure that differentiated work, 'suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

Practitioners should note the following points when supporting pupils with EAL:

- Learning an additional language is a long-term process.
- Social fluency may be acquired within two years.
- It may take EAL pupils years to gain the skills and understanding to participate fully in an educational system.

At Cargilfield Nursery we believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

- It is taught within the context of the Early Level of Curriculum for Excellence.
- Oral language is central to all curriculum work.
- The informed contribution of parents to their children's education is seen as vital to the children's progress.

Expectations

- Have high expectations.
- Expect pupils to contribute and to give you more than one-word answers.
- Most bilingual pupils are capable of high achievement, even when they are beginners in English.
- The literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages.

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- The process of becoming literate in either a first or an additional language has both similarities and differences.
- Knowledge of the particular features of the child's mother tongue can help.

Teaching and learning strategies

- Ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Talking about language and literacy with peers and adults is essential – it helps pupils to use their home.
- Language when talking about literacy, even when their goal is literacy in English.
- Give newly arrived young children time to absorb English (there is a recognised “silent period” when children understand much more English than they use – this will pass if their self-confidence is maintained).
- Group children – to ensure that EAL pupils hear good models of English, wherever possible, use collaborative learning techniques – encourage children to work together in pairs and small groups.
- Discuss their work and possibly produce a joint piece of work; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together when possible, so that they can discuss their work in their mother tongue before using English.

Tiffany Murdoch, Head of Nursery, August 2023