

Earlsdon Primary School English as an Additional Language (EAL) Policy

Introduction

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL (English as an Additional language) children. As a School of Sanctuary, we believe that all children need to feel safe, welcome, accepted and valued in order to learn effectively and become successful members of society. For children who are learning English as an additional language, this includes recognising and valuing their home language and background and promoting multilingualism.

Definition

EAL is defined as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

EAL children may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

Context

At Earlsdon Primary we currently have over 123 EAL children in school, who speak over 37 different languages. The top 3 languages spoken are Arabic, Bengali and Tamil (accurate as of Nov 2024).

The languages of our school are celebrated through 'Language of the term'. These languages are chosen carefully to reflect the most commonly spoken in our school. We have a language of the term central display to celebrate this diversity, and children enjoy learning how to say common phrases in different languages.

Aims

As a school our aims include:

- To promote equal opportunities for all pupils for whom English is an additional language.
- To deliver a broad, balanced curriculum so that the needs of children for whom English is an additional language are met.
- To ensure EAL pupils reach their full potential.
- To plan and teach lesson using learning styles most appropriate to EAL learners.
- To promote home languages across the school, whilst encouraging parents to continue communicating with their child in their home language. We offer dual language books as a resource used for EAL children to support them to develop their understanding of English, whilst maintaining their understanding of their home language.
- To monitor the progress of EAL children through regular assessment and tracking of their English Proficiency development.
- To support EAL children who are at risk of under-achieving through specific language interventions.

Teaching and Learning

We believe that:

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- The school environment should promote language development through planning for language, the rich use of language, IT and visual prompts.
- EAL learners make the best progress within a whole school context, where children are educated with their peers and teacher expectations are appropriately high.
- The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.
- Appropriate assessment takes place to inform teaching and learning.

We help children to settle into school routines by:

- Having a shared induction process, where all staff understand their roles and responsibilities in welcoming new arrivals. As part of this we have a time-limited, focused induction programme to support children that are new to English.
- Using local authority MLA support where appropriate to help children overcome initial language barriers and access the curriculum.
- Using members of teaching and lunchtime staff who speak different languages who support children informally with language learning.

Teachers plan for language development and support EAL learners in the following ways:

- Developing a positive relationship with new arrivals and spending time getting to know them, so that they feel safe, secure and happy at school.
- Providing inclusive classroom environments which promote cultural differences, where possible objects and key words will be displayed in different languages around the classroom.
- Endeavour to build on and value children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Children learn independently, as a whole class, in pairs, in groups and in collaborative activities to improve their communication skills.
- Recognising that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Ensuring that key sentence structures and vocabulary is repeated and understood by repeating vocabulary meanings. Where possible key vocabulary will be pre-taught to children using visuals/translations if appropriate.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Providing a range of age-appropriate dual language books.
- Visual resources are frequently used across the school to support EAL learners, for example, visual timetables, graphic organisers and using pictures for resources (WIDGET).
- Access to English texts is supported through Directed Activities Related to Texts (DARTs). For example, pre-reading, gap-fill, highlighting and matching activities.
- Expressive language, speaking and writing activities are supported through scaffolding the language using speaking and writing frames.
- EAL children identified as SEN are given sufficient support through IPM interventions.
- EAL children identified as more able learners are given extensions and challenges within their curriculum to ensure they are making sufficient progress.

Welcome

As a School of Sanctuary, we feel passionate about all children feeling welcome when arriving at school, wherever or whatever their educational and cultural background. Our office team are always welcoming to new parents and offer support with paperwork, financial information and sourcing school uniform.

We also have a school 'Welcome Committee'. This group of children from across the school have been chosen to support new arrivals on the playground at playtimes and lunchtimes as well as in the classroom. The group is made up of children from different cultures and backgrounds, some of the children joined us at a later stage in their school journey, so have personal experience of what it is like to start a new school and how best to make new children feel welcome.

When children arrive, they meet with their class teacher and receive a welcome pack put together by our school Welcome Committee. Children are partnered up with a Young Interpreter to offer support and help during the first few weeks.

Assessment

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

Once children are settled, their English language proficiency will be assessed and tracked. Class teachers will then put in place necessary support to develop language learning through curriculum content. This will be reviewed on a regular basis and additional support put in place where necessary, based on class teacher judgement and assessment findings. In addition to language development, we also look to support children's social development and help them to form friendships and develop relationships with adults in school.

Whole school progress assessment data is monitored by the EAL Coordinator and where children are not working at age related expectations, specific interventions will be put in place. These interventions will be time-limited and focused.

Level of language acquisition will also be monitored to ensure that progress is being made in English proficiency. In assessment of EAL children, competence in English is categorised using the DfE Proficiency in English scale. The EAL coordinator will monitor progress in this area and target language support towards those children who are not making expected progress, based on their unique pupil profile.

New to English (A)

Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive. As a general rule, New to English learners tend to be in their first two years of learning.

Learners working at band A will require considerable support to access curriculum content.

Early Acquisition (B)

Pupils in the English education system who are in the Early Acquisition stage of learning can be described as working at band B. Those at the Early Acquisition stage tend to be in their first two years of learning.

Learners working at band B will still need a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

Developing Competence (C)

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Learners working at band C will require on-going EAL support to access the curriculum fully. At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Competent (D)

Pupils in the English education system who are Competent users of EAL would be described as working at band D.

Fluent (E)

Pupils in the English education system who are Fluent users of EAL would be described as working at band E.

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

Parents and Carers

We aim to provide a welcoming induction process for newly arrived pupils and their families/carers. Teachers will meet with parents/carers (with translator support if appropriate) on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. The use of translators and interpreters, where appropriate and available, ensure good links are made between the family and the school.

EAL coordinator role

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL children and to contribute to raising the educational achievement of children with EAL by working collaboratively with teaching, support staff and EMAS. Relevant CPD opportunities will be shared with all staff and the EAL coordinator will ensure new staff members are supported in how to help EAL learners.

Resources

Dual-language reading books
Dual-language dictionaries
SLA – MLA support x 41 hours a year

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