



English as an Additional Language (EAL) Policy

| Date | Review Date | School Lead | Nominated Governor |
|------------|-------------|---------------|--------------------|
| March 2020 | March 2022 | Natasha Cross | Jennifer Roughead |

'At Alban's Primary School we are proud to celebrate each individual for all that they are. We are a caring community enjoying and excelling in the presence of God.'

Rationale:

Everyone at St Alban's has the right to an outstanding education. As a Rights Respecting School, our English as an Additional Language Policy has been developed in line with the articles in the UNCRC. It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

This policy is a statement of our aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction/Mission statement:

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism.

Aims of the EAL Policy:

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.



- To develop rigorous monitoring, evaluating and review systems.

The Context of St. Alban's Primary School

At our school, there are approximately 12 languages spoken in the family home (not including dialects). On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry with an assessment proforma (BELL FOUNDATION)

Key Principles of Additional Language Acquisition

EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

ESOL classes are offered to parents to equip parents to support their child at home.

The 5 Stage Model for Language Acquisition

A. New to English

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary. A child at this stage needs significant support.

B. Early Acquisition A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.



- Follow abstract concepts and more complex written English. A child at this stage requires support to access the curriculum fully.

C. Developing Competence A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure. A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

D. Competent

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

E. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment:

All EAL pupils in our **A** and **B** model are assessed using the Bell Foundation every term. Progress in the acquisition of English is regularly assessed and monitored. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation:

Core EAL Skill Targets for EAL pupils are appropriate, challenging and reviewed on a termly basis.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about pupils' developing use of language.

EAL Instructor interventions are set and evaluated every half term.

Personalisation of Learning to Meet an Individual A and B Pupil's Needs:

The EAL teaching at St. Alban's Primary School focuses on individual pupil's needs and abilities. Each child has tailored lessons to meet their needs based on their Foundation Assessment. The EAL lead attends regular update meetings to ensure they are up to date with assessment and attainment targets. Differentiated planning is put into place to support the EAL children across the curriculum. In Maths the planning is differentiated according to the children's previous education and knowledge and targets are being set to fill the gaps in their knowledge.

Staff use support strategies to ensure curriculum access for C, D & E Pupil's Needs:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists

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- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc

Parental/Community Involvement:

At St. Alban's we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.
- Inclusion of parents to provide them with the opportunity to engage with other parents.

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| Headteacher: | | Date: | |
| Chair of Governing Body: | | Date: | |

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