# English as an Additional Language (EAL) Policy

## Version Control

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## Change History

| Version | Owner | Change Summary | Document Date |
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| V1.1 | Tamsin Benning | First Draft | June 2020 |
| V1.2 | Tamsin Benning | Reviewed | May 2022 |
| V1.3 | Tamsin Benning | Reviewed / amended | June 2024 |
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## Rationale

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 (EAL), 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 celebrate the fact that many of our children speak more than one language. In our school, the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

## Aims and Objectives

This 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. It aims to promote:

**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.


The objectives of the policy are:

- 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.
- To ensure that the diversity in languages and cultures of our children and families are celebrated within school, leading to an enhanced feeling of belonging.

## Context

At our school, there are approximately 33 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 using the Bell Foundation Assessment Framework (see Appendix for the 5 proficiency band descriptors).

A member of the SLT is nominated to have responsibility for EAL.

# Key Principles

- English is the primary language of education and communication in this country therefore all children have a right to effective teaching of English and in English.
- Support in all the languages in a child's linguistic repertoire helps to ensure that children have the best access to new concepts and ideas and therefore to the highest possible achievement. It is essential that this starts with a strong foundation in the early years.
- Language is a fundamental aspect of identity. Denying children the experience of communicating in their home languages damages their confidence, whereas valuing and drawing on this asset builds self-esteem and belief in their ability to learn.
- All pupils should have access to a range of languages in order to increase social and community cohesion. An ability to communicate in more than one language is a social and life advantage.
- To value the whole child or young person, their full language repertoire must be included.
- Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.
- Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect. This encourages families and schools to work in partnership to develop children's full range of language competencies.
- Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.
- The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the educational community, whether they are monolingual, bilingual or multilingual.

# Teaching and Learning

In our school, teachers take action to help children who are learning English as an additional language by various means:

**1. Providing a welcoming and supportive induction into the school by:**

- Seeking information from parents and new pupils about cultural background, previous educational experience and achievements, special interests and skills, dietary, faith and dress requirements.
- Conducting a tour of school and explaining how it is organised.
- Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start and end of school day, etc.).
- Answering any questions parents and children may have.
- Negotiating an induction programme to suit the new child's needs, including assigning a 'buddy' (ideally a pupil with a shared language)
- Ensuring that host classes are prepared to welcome their new classmates.
- Ensuring that all staff are aware of the pupils new to English and what they can do support their welcome into our school.
- Being prepared to address any difficulties that may emerge during the induction period.

**2. Developing the pupil's English by:**

- Providing a range of clear visual contexts to support listening and speaking in social interaction and in learning activities.

- Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
- Ensuring that these needs are addressed in the teacher's planning.
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
- Explaining that speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways that English is used.
- Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing.
- Encouraging pupils to translate their knowledge, skills and understanding from one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support each other.
- Ensuring parental involvement and participation in pupil's learning, especially if there is no bilingual support available in school.

**3. Ensuring access to the curriculum and fair assessment by:**

- Using activities, texts and visual materials that are suited to the pupil's age, ability, culture and level of English language acquisition.
- Promoting collaborative group work and opportunities for role play.
- Ensuring enhanced opportunities for speaking and listening with the use of effective role models of speaking, reading and writing.
- Using additional verbal support (repetition, alternative phrasing, peer support) and additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Using bilingual resources, e.g. ICT, dictionaries, bilingual staff/pupils, texts, key word lists, writing frames, directed activities related to texts (DARTs)
- Ensuring regular feedback from staff
- Providing opportunities to focus on the cultural knowledge explicit or implicit in texts
- Ensuring discussion is provided before and during reading and writing activities
- Ensuring that learning progression moves from concrete to abstract
- Providing further support for pupils' language development outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- Using home or preferred language when appropriate.
- Putting in place any special assessment and reporting arrangements required by the DfE.
- Consulting with parents and enlisting their support in helping their children with their learning.

## Special Educational Needs

English as an Additional Language is not considered a Special Educational Need (SEN). Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Should Special Educational Needs be identified, EAL pupils have equal access to school's SEN provision.

## Assessment

All EAL pupils are assessed using the Bell Foundation Assessment Framework (see Appendix for proficiency band descriptors) within the first two weeks of their arrival at Adel Primary School. Staff have the opportunity to discuss pupils' progress, needs and targets with members of the SLT (including the EAL Lead) and the English Leader to ensure 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. Individual pupil assessments for those pupils within bands A-C are reviewed annually as part of the transition process to a new year group.

## Parental / community involvement

At Adel Primary School, we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider community.
- Celebrate and acknowledge the achievements of EAL pupils.
- Support parents, so they can help their children at home.

## Key Responsibilities

The Role of the EAL Lead:

- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor the language development and educational progress of EAL children and use the data to support and advise teachers about classroom management and curriculum planning.
- To monitor the assessment of newly arrived pupils (within a 2 week period), ensuring the use of the Bell Foundation Assessment Framework.
- To work in liaison with the SENCO to differentiate between pupils with EAL needs and SEN and to support the planning of intervention programmes accordingly.
- To maintain and update a school resource base.
- To disseminate relevant information gained through courses/network meetings to all teaching, support and supervisory staff.
- To support teachers in valuing pupils' prior experience and making links with parents, including provision of multilingual information.

The Role of the Class Teacher:

- To provide for EAL learners' access to and successful engagement in the learning activities of the class by identifying and developing appropriate differentiated materials (including bilingual resources where available), providing cognitive challenge and scaffolding the acquisition of the English language.
- To use a range of teaching strategies to engage, motivate and accelerate progress that is reflective of pupils' culture, background and needs where appropriate.
- To organise learning in such a way that EAL pupils have the opportunity to participate with their peers in small, collaborative activities providing plenty of opportunities for speaking and listening.
- To ensure that, in learning English, EAL pupils should, where appropriate, make use of their knowledge of their own language and culture.

# Appendix

**Proficiency Band Descriptors (based on DfE guidance and the Bell Foundation Assessment Framework):**

**New to English [Code A]:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**Early acquisition [Code B]:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**Developing competence [Code C**]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**Competent [Code D]:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**Fluent [Code E]:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Equality Impact Assessment

|  |  | Yes/ No | Comments |
|---|---|---|---|
| 1. | **Does the policy / guidance affect one group less or more favourably than another on the basis of:** | | |
| | ▪ **age** | No | |
| | ▪ **disability** | No | |
| | ▪ **gender reassignment** | No | |
| | ▪ **marriage and civil partnership** | No | |
| | ▪ **pregnancy and maternity** | No | |
| | ▪ **race** | No | |
| | ▪ **religion or belief** | No | |
| | ▪ **sex** | No | |
| | ▪ **sexual orientation** | No | |
| 2. | **Is there any evidence that some groups are affected differently?** | No | |
| 3. | **If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?** | N/A | |
| 4. | **Is the impact of the policy/ guidance likely to be negative?** | No | |
| 5. | **If so, can the impact be avoided?** | N/A | |
| 6. | **What alternatives are there to achieving the policy/ guidance without the impact?** | N/A | |
| 7. | **Can we reduce the impact by taking different action?** | N/A | |