

Woodloes Primary School



Woodloes
Primary School

English as an Additional Language (EAL) Policy

Written by: A
Mitchell

Date: February 2023

Date for review: May 2025

Approved by
governors: May 2023

Woodloes Primary School

English as an Additional Language (EAL) Policy

Statement of Commitment

At Woodloes we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with English as an Additional Language (EAL) enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

Our aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Assess pupils in class and set targets based on formative and summative assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have EAL. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Woodloes, we have an increasing number of pupils who speak a language other than English at home. We need to be prepared to meet the needs of any pupil who may wish to be part of our school community and are committed to providing appropriate and personalised support for all pupils with EAL.

Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL Learner :- A pupil is recorded as having English as an additional language if she/her is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency. DfE Feb 2020.

Bilingual Learner:- Bilingual here is taken to mean a pupil who uses their first language at home/ in the community and is learning through a second language, for example English at school.

Advanced Bilingual Learner:- Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background”

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Pupils are encouraged to share languages with their peers. At Woodloes, we place great emphasis on ‘Talk for Writing’ activities, which underpin the development of language for oral and written communication. Guided talk and the use of visual stimulus is of particular benefit to our EAL learners. In maths we use the mastery approach (White Rose Maths) which places great importance on talk in maths and the acquisition of subject specific vocabulary.

A programme of intervention is available for children who enter Woodloes speaking English at an ‘early acquisition’ level, to support their access to the curriculum in class. This comprises simple resources and flashcards with images to support children with communication of their basic needs. Lessons will then be adapted to focus on language and basic spoken sentences. Where possible, adults will be deployed to support the pupil in the classroom and accessing their learning.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. They liaise closely with the Special Educational Needs and Disabilities Co-ordinator (SENDSCO) to identify and address needs of children identified as EAL. The SENDSCO meets regularly with the Teaching Assistants to review pupil progress, intervention groupings and assessments. Teachers direct Teaching Assistants to provide additional, targeted support, as appropriate.

Senior Leadership Team (SLT) will monitor the progress of EAL pupils and the quality of the provision. They will also liaise with parents about the quality of the provision they have received and use the feedback to develop and improve the programme.

The School Standards Committee will govern the implementation and impact of this policy. They will govern the progress and outcomes of pupils identified as EAL.

EAL Roles and responsibilities

SENDCO:- The SENDCO's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff. To achieve the above, the SENDCO will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- advise teachers about the development of EAL strategies, planning and assessment when needed
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- audit resources
- prepare and update EAL action plans for children on arrival and as they move through school
- take part in monitoring of teaching, planning and books.

The SENDCO is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and monitors the progress of this support.

International New Arrivals (INAs)

At Woodloes we define new arrivals as children who have not had a consistent education in this country for the past year. We have developed an induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for our new pupils and their families. Class teachers and the SENDCO monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

Key Principles for INA new to English

- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.
- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.

- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hands on learning such as role play, games and visits.

Strategies for working with children new to English

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

Other policies linked to this:

- Curriculum policy
- Assessment policy
- Anti-bullying policy

Appendix

SUCCESS CRITERIA FOR INA INDUCTION

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- To be settling to tasks in the classroom
- To be playing with others in the playground

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner