



Moreton Church of England Primary School
Growing Together in Faith, Knowledge and Love



Moreton Church of England Primary School



English as an additional language (EAL) Policy

Date: October 2022

Agreed by CoG and Deputy CoG (Date): Oct 2022

Ratified by Governors (Date):

Signed (CoG):



Introduction

A learner of English as an additional language (EAL) is a pupil whose first language is other than English.

Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted and talented; others will have learning difficulties and/ or disabilities.

For the schools census, a first language other than English should be recorded under 'first language' where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school should consult with the pupil or parent to determine which language should be recorded.

Under the Equality Act 2010, schools have a legal responsibility to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

For children with English as an additional language, this will mean establishing clear procedures for their provision at their various stages of development. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.



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Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Context of the School

- 5 languages are spoken at this school.
- 4% of pupils have a home language in addition to English.
- 2 pupils are identified as needing EAL support.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.



Strategies

School/class ethos

- Recognise the child's mother tongue; boost the child's self-esteem.
- Remember, he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the NC standards and expectations
- Pupils have access to small group teaching for phonics/English to develop language acquisition
- Show differentiated work/strategies for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their first language as a tool for learning and to explore concepts
- Give newly arrived children time to absorb English without pressure to speak at an early stage
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

Responsibilities

Responsible person for admissions:

- To obtain, collate and distribute information on new pupils with EAL. This includes: Language(s) spoken at home; information from the previous school, information on level of English studied/used; and details of curriculum at previous school.

Headteacher to ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed



Inclusion Manager:

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Learning Plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with parents/guardians
- Support the pupils' language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Head on the effectiveness of the above and the progress of pupils

Class/subject teacher:

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping
- Acknowledge and embrace diversity within the classroom

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

The pupils' level of English is identified with reference to Stages of English as an Additional Language. and with reference to the National Curriculum.

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

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

Moreton Church of England (VA) Primary School recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment so that EAL pupils with SEN will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.



Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets.

Moreton Church of England (VA) Primary School will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents'/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.



Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets and progress made in terms of meeting equality objectives.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be ratified by the Governing Body and will be reviewed in Autumn 2024 by the school inclusion lead.