

English as an Additional Language (EAL) Policy



Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

Definition

In defining EAL we have adopted the following definition- 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils 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; or
- Born in the UK, but in a family where the main language is not English.

Newly arrived families will talk with office staff and the Head teacher prior to admission to give background information about their child.

By the end of the week 1 pupils will have had a tour of the school and a chat to staff members.

By the end of week 2 the class teacher will have assessed their English capability and entered on to register.

By the end of week 4 parents will have been invited to speak with the English lead about how phonics and reading is taught and had a catch –up discussion with the class teacher about how their child is settling.

Aim

Our overarching aim is to create an environment that meets the need of each EAL child in order that they achieve their full potential. This is embodied in our school values of Agape, Courage and Thankfulness (ACT). Staff will use their best endeavours to make sure that children who have EAL get the support they need and that they make good progress alongside their peers.

Objectives

- To welcome new pupils and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To give all pupils the opportunity to overcome any barrier to learning and develop language in context.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full, broad balanced curriculum.
- To help EAL pupils to become confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage and enable parental support in improving children's language skills.
- To monitor pupils' progress in English skills each term to establish next steps.

Teaching and Learning

The staff will:






- Encourage EAL pupils to participate in lessons whilst being aware that our school culture and environment may differ greatly from their previous school experience.
- Ensure EAL pupils are supported through an induction pathway to get to know school, for school to get to know them and that parents are also included in this.
- Support learning by providing appropriate activities, targeted provision (if necessary), the use of language buddies, writing frames, talking partners, sentence stems, phonic support, vocabulary instruction.
- Be mindful of their own language and speech by speaking clearly, slowly and simply, giving single-step instructions, using repetition, giving thinking time and modelling grammatically correct speech.
- Liase with and encourage parents/ carers participation in EAL pupils' learning as we recognise that this is a key element for success.
- Understand that for beginner EAL learners, it takes 1-2 years to become fluent in everyday spoken English and around 5-7 years to develop proficiency in formal, written English.

In addition to the strategies outlined above, more specific teaching strategies can be found in the document, 'classroom strategies for EAL learners'. Copies of this policy and other EAL resources used in school are available on request from the school office.

Assessment

Assessment is carried out with the purpose of providing the most appropriate provision for each pupil. We will use information from the application form and interviews with parents/guardians, assessment of phonic knowledge and individual pupil's competence in English.

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on our EAL register.

 <p>NEW TO ENGLISH</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support</p>
 <p>EARLY ACQUISITION</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. <p>Still needs a significant amount of EAL support to access curriculum</p>
 <p>DEVELOPING COMPETENCE</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. <p>Requires ongoing EAL support to access curriculum fully</p>
 <p>COMPETENT</p>	<ul style="list-style-type: none"> • Oral English 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. <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>
 <p>FLUENT</p>	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. <p>Operates without EAL support across the curriculum.</p>

Leadership and monitoring of EAL policy and implementation

All staff are expected to follow this policy to support EAL pupils in class. Helen Pearce, Assistant Head and English Lead is responsible for monitoring EAL policy and practice.

Policy written – November 2021 by Helen Pearce.

Policy approved by governors 8 February 2022

Policy update next- February 2025.

