



St Edmund's Catholic Primary School
 'Together we learn and grow through worship and celebration'
English as an Additional Language (EAL) Policy

Committee responsible for policy	Curriculum and Achievement
Coordinator	Aishling Cuthbert
Statutory/Non-statutory	Non STATUTORY
Frequency of Review	Free to determine – every 3 years or earlier if required
Date of last review	September 2017
Approved by Staff/ SLT/Committee/FGB	
Date of next review	September 2024
Purpose of policy	To outline the requirements of the curriculum subject
Consultation	Staff
Links to other policies	All other subject policies Marking, Planning and Assessment

1 Aims and objectives

- 1.1** All pupils need to feel safe, accepted and valued in order to learn. 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 is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.
- 1.2** This policy aims to raise awareness of the school's obligations and to support the 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) and so to raise pupil achievement.

1.3 There are over 28 different languages that are spoken by pupils in our school and we believe that these languages should be celebrated and encouraged.

1.4 EAL learners are classified as:

- A. Those who, at home, speak a language that is not English.
- B. Those whose parents'/carers' first language is not English. This is because in these instances the adult's use of English may not be grammatically correct.

2 Key Principles of Language Acquisition

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

2.2 Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed so must be made explicit especially when checking the pupil's understanding when reading.

2.3 Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible and appropriate as this helps pupils feel secure.

2.4 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 seven years.

2.5 Language develops best when used in purposeful contexts across the curriculum.

2.6 Teaching and support staff play a crucial role in modelling use of language.

2.7 Knowledge and skills developed in learning the first language, aid the acquisition of additional languages.

2.8 A clear distinction should be made between EAL and Special Educational Needs.

3 Teaching and learning style

3.1 Classroom activities have clear learning objectives and use appropriate materials and support, to enable pupils to participate in lessons.

3.2 Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.

3.3 Speaking and listening is crucial to the teaching and learning of EAL. Pupils have access to effective staff and peer models of spoken language. They also have enhanced opportunities for speaking and listening, including process and presentational talk, drama techniques and role play. Additional verbal support is also provided, e.g. repetition, modelling, peer support. Furthermore, use is made of collaborative activities that involve purposeful talk and encourage and support active participation. Discussion is provided before, during and after reading and writing activities.

3.4 Additional visual support is provided, e.g. time-tables, posters, pictures, exercise books, photographs, objects, demonstration, use of gesture.

3.5 Where possible, learning progression moves from the concrete to the abstract.

3.6 Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

3.7 All teaching and learning must be done using a multi-sensory approach whenever appropriate.

4 EAL curriculum planning and Assessment

4.1 We advocate a whole-school approach to the teaching of EAL learners ensuring that a combination of strategies are used. The EIF (2019) states 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' (when referring to learners 'they term 'learners' throughout for brevity; this should be read as all those attending education').

4.2 Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis. The EAL coordinator will support each class teacher to set 'next step' targets for each EAL learner. *'Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.'* (Statutory Guidance, National Curriculum in England 2014)

4.3 Planning for EAL pupils incorporates both curriculum and EAL specific objectives. These should be high quality and challenge the learner appropriately. *'The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.'* (Statutory Guidance, National Curriculum in England 2014)

4.4 Staff regularly observe, assess and record information about pupils' developing use of language. In addition, under the guidance and support if needed, the class teacher will formally assess each EAL pupil in January and again in July against the DFE's proficiency in English Codes using descriptors focusing on the different areas of language (aural, oral, reading and writing). The pupil's language stage will then be a 'best fit' evaluation of all of the language areas. It is important that children are assessed in relation to their native speaking peers.

4.5 When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

5 Special Educational Needs and Gifted and Talented Pupils

5.1 Most EAL pupils needing additional support do not have SEN, however, may require additional interventions set by the class teacher to develop their vocabulary and grammatical accuracy.

5.2 Should there be a query regarding an EAL pupil having SEN, the first step is for the EAL coordinator to carry out a more focused and detailed assessment with them. After that, if concerns are still raised, the EAL coordinator will liaise with Hounslow Language Service who will supply the school with an interpreter who can assess the learner in their home language to see if the English language is a barrier or if perhaps the child does have additional needs.

5.3 Should SEN be identified, EAL pupils have equal access to school's SEN provision and the EAL Coordinator will work closely with the SENCO to ensure the correct provision is given.

5.4 If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

5.5 Where EAL pupils are struggling with the English vocabulary, they are supported through interventions such as 'Word Aware' and 'School Start'. They are also sent home with a list of key vocabulary which relates to the topics/ texts that they are covering at home. The EAL coordinator will also help the class teacher to support the learner with the most appropriate resources.

6 Parental/Community Involvement

6.1 Staff strive to encourage parental and community involvement by providing a welcoming induction process for newly arrived pupils and their families/carers.

6.2 We use translators and interpreters, where appropriate and available, to ensure good spoken and written communication between the school and parents/carers is founded and maintained.

6.3 At school assemblies the achievements of EAL pupils in the wider community are celebrated and acknowledged.

6.4 The use of first language (mother tongue) is celebrated and encouraged as this is an integral part of the pupil. Parents/carers are encouraged to take part in whole school activities and share their home language and culture with the rest of the school community.

6.5 There are various ways that we help parents understand how they can support their children at home, especially by continuing the development of their first language such as through translators and meetings being led by staff who speak different languages. Interventions can also be put in place to help the family such as homework club, extra 1:1 reading sessions in school, use of Young Interpreters, Dual Language library service, etc.

7 Resources

7.1 We keep resources such as dual language text books, games, sentence structure and grammar activities as well as key word lists in the EAL Resource Area. All members of staff have been shown where these resources are kept and are encouraged to select and use them when needed. Resources are regularly reviewed and updated to support the teaching of EAL. A selection of reference materials for teaching methods as well as sensitive issues is also available for staff to access.

8 Monitoring and review

8.1 The EAL subject coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject coordinator supports colleagues in the teaching of EAL pupils, by giving them information about current developments in the area and by providing a strategic lead and direction for the subject in the school. The subject coordinator is also responsible for giving the head-teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.