



ST. MARY'S

English as an Additional Language (EAL) Policy

St Mary's CE (A) Primary School

Respect - We should respect ourselves and others in school, at home and in our community.

1 Peter 5:5

It is our belief that there is something **extraordinary** and **wondrous** in everybody as **unique creations of God**. We value all our children as **children of God** and **celebrate difference** and **diversity** all within a **safe, encouraging** Christian school environment in which all **flourish**.

Therefore, all will aspire with God's strength to reach for the stars.

According to the Department for Education (2003), the government defines EAL learners as:

"All pupils who use or have access to more than one language at home or at school - it does not necessarily imply full fluency in both or all languages".

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in our school here at St. Mary's CE Academy. Many of our pupils arrive at school already speaking more than one language, with English being their second, third or even fourth language. This linguistic diversity is accompanied by pupils' diversity in prior exposure to English, prior experiences of schooling, their length of residence in England and their social circumstances. We consider a child's home language to be an integral part of their cultural identity. Official figures show a marked increase over the last two decades in the number of pupils who use English as an Additional Language (EAL). Currently more than 140 pupils (30%) in our school speak over 20 different languages and have English as an additional language, making pupils who use EAL a key characteristic of our student body.

We work with due regard to the equality act 2010 to make sure that all of our pupils, regardless of ethnicity, ability, home language and special educational needs, are included and are able to access all learning.

Statement of aims

At St. Mary's, we thrive on being welcoming, inclusive, supportive and diverse. We want to celebrate multilingualism, whilst allowing all children in our school the chance to succeed in all areas of the curriculum.

In order to achieve this, we aim to:

- Celebrate the culture, language and identity of our pupils
- Provide support, resources and quality first teaching for the rapid development of English as an additional language
- Ensure that our pupils, no matter what their starting point, work towards being able to access our curriculum at an age appropriate level with a reduced level of support
- Give all of our pupils equal access to the curriculum
- Promote diversity, equality and inclusion
- Assist our families to acquire the support they need

Key principles for second language acquisition

At St. Mary's, we pride ourselves on a fully inclusive curriculum designed to meet the needs of all learners. We have a strong focus on language acquisition including Oracy, for all students in each area of the curriculum and this is supported both physically and pictorially where appropriate. EAL learners primarily remain class based during curriculum time and will only receive targeted interventions to assist their development in areas where the teacher and EALCO feel additional (not alternative) support is necessary. An example of such an intervention could be phonic awareness in KS2.

Support for EAL pupils during curriculum time comes in many forms dependent upon the individual learner's needs. For those children who are in the early stage of language acquisition, this support would typically be in the form of a member of support staff, vocabulary cards, electronic devices to aid translation (where age appropriate), dual language books and dictionaries, online apps and games to support language acquisition. For those children at a more advanced stage, the support could be in the form of more ad hoc, 1:1 support from a teacher to support specific reading and writing issues that may present themselves and access to online resources for language translation. These support tools are a guide only and the list is not exhaustive, each child's needs will be assessed on an individual basis to ensure that we are providing adequate support to allow each child to succeed.

It is our belief that the majority of initial language acquisition comes through the exposure to high quality spoken language in the classroom and interactions on the playground. For example, in a socially interactive situation, EAL learners may feel more confident to attempt to converse and will be rewarded for this through the reactions of their peers.

Opportunities for pupils to explore ideas and new learning in their home language and the continuing development of their home language are seen as equally important for our pupils as the development of English language skills.

EAL teaching and Learning

We prioritise Quality First Teaching as the most effective way to enable EAL pupils to make the necessary progress required to diminish attainment differences with non-EAL pupils

One of the focuses of our school is language immersion and the strong modelling of spoken English skills by adults in our school supports this. In addition to this, teachers use a variety of strategies to support EAL learners to access the curriculum. These include:

- The use of visuals and opportunities for oral rehearsal to support understanding and language development (Please see our Oracy Policy)
- Focus on the explicit teaching of vocabulary (e.g. Word Collector activities, Tier 1, 2 and 3 vocabulary)
- Effective feedback, including recasting/remodelling of spoken English.
- Pre and over teaching of key skills and vocabulary for pupils that require additional support.
- The use of specific language intervention for pupils with EAL that are not making the expected progress in English language development and have been assessed as requiring additional support (e.g. identified SEN including speech and language difficulties)

Our teachers have high expectations of all pupils, and plan work in order to meet the cognitive and language needs of each child. The focus is on enabling EAL pupils to make the progress necessary in order to help them close any attainment gap they may have in comparison to non-EAL peers.

Classroom organisation supports independent learning by ensuring resources are easily accessible for all pupils. All classes should ensure that resources are clearly labelled, and labels should include images of resources in those classes with New to English pupils.

Higher achieving EAL pupils should be supported in their learning by effective differentiation, which matches learning to pupils' cognitive needs. The Proficiency in English levels and Bell Foundation assessment materials are used to identify next steps in language learning for all EAL pupils, ensuring that teachers have a clear understanding of EAL language progression.

Special Educational Needs

At St. Mary's CE Academy, we are very clear that SEN and EAL are not the same. If a child with EAL is making slower than expected progress we first consider the following factors:

Language proficiency

The child may be learning slowly due to limited experience in English. They may not have established sufficient proficiency in any language yet or, their level of basic conversational English may be of a higher level than their Academic level, thus misleading the teacher into believing that the child is more proficient in English than in actuality.

Environmental stress factors

These could be hindering learning both in and out of school. Examples are that the child may be stressed or traumatised. The family may be under a lot of stress, may have moved frequently or there may be conflicting demands in the home.

Is there an SEN need?

It is important to work through the list of possible hypotheses for the child's perceived learning difficulties and to keep a thorough record, including recording where information is not known. Once other reasons for slow progress have been investigated, further assessments are used to identify specific learning needs for pupils with EAL. These include:

- Speech and Language Link (where possible carried out with the support of a translator to assess proficiency in the child's home language)
- Dyslexia screening tool
- Fine motor control handwriting assessment
- Literacy assessment
- Maths assessment

Assessment, monitoring and evaluation for EAL

In addition to the standard assessments used within school (please refer to the Assessment Policy), pupils with EAL are also assessed in line with the DfE Proficiency in English codes (Appendix 1) four times per year (at the start of the year or as the child starts at St Mary's and then at the end of each term). These assessments are completed using the Flash Academy Assessment tool in reading, writing, speaking and listening. Following the completion of this assessment, teachers create and/or update an EAL Learning Plan for each child. This plan (Appendix 2) will be used throughout the year to log specific

targets for each child as well as monitoring how well the child is doing against their targets. EAL Learning Plans are updated termly and are saved on Edukey.

Statutory Assessments

The school carries out the following statutory assessments:

- EYFS: Assessment of Early Learning Goals
- Year 1: Phonics Assessments
- Year 4: Multiplication Check
- Year 6: SATS in Reading, Writing, Maths and Grammar, Punctuation and Spelling
- All pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals at the end of their Reception Year.

In some cases, it is not appropriate for a child who is very new to English to sit statutory tests, as they do not have enough English language to access the test. Teachers will make the decision on whether to disapply a child with EAL from statutory assessments based on their judgement of whether it is suitable for their needs. The school follows statutory testing guidance and provides approved support to help pupils with EAL to access tests including, where guidance allows, the provision of translators and/or readers e.g. in maths assessments, additional time (for pupils with low writing or reading speed) and scribes.

Internal Assessments

The school carries out termly assessments in Reading, Writing, Maths, Spelling, Punctuation and Grammar (see Assessment Policy for further information). If a pupil with EAL is unable to access the tests provided, teachers instead provide a teacher assessment level. This is supported by their knowledge of the pupils' performance in class, as well as other assessments such as arithmetic and times tables tests.

Resources

- Online resources such as dictionaries, translation and language learning apps are available in all classrooms.
- Teachers are advised that where appropriate, visual support is given during all lessons for new vocabulary and context.
- Where possible, new pupils with EAL are buddied with another child who shares their home language.
- Flash Academy to be used by all children assessed at Grades A to C (where age appropriate).

Parents, carers and the wider community

Parents are welcomed to the school during their child's initial induction meeting. They have a tour of the school and are provided with key documents which explain the school's expectations (for example, of attendance, uniform and behaviour), daily school routines and organisation.

The school uses a variety of methods to maintain ongoing communication with parents including Class Dojo, text messages and phone calls home.

There are numerous opportunities each year for parents to become involved in the life of the school which include:

- Workshops delivered by teachers to explain aspects of teaching (e.g. EYFS Phonics Workshops)
- Pupil performances (e.g. Poetry recital, Easter Celebrations)
- Curriculum open days (e.g. Watch me learn)
- Celebration events (e.g. Mother's day)

Translating and Confidentiality

We will never use children or parents to support with the translation of any information that may be sensitive and/or confidential. If another language is required, the school will use an online translation tool to support the discussion unless we have a member of staff who is able to speak fluently the home language spoken

Appendix 1 - DfE Proficiency in English codes

A: New to English Pupils:

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases
- Require considerable support to access curriculum content

B: Early Acquisition Pupils:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations

- Still need a significant amount of support to access the curriculum During the New to English and Early Acquisition stages, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

C: Developing Competence

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
- Need ongoing support to access the curriculum fully At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are Developing Competence need to be encouraged to notice key features of English and self-correct.

D: Competent Pupils:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
- Need occasional support to access more complex curriculum material and tasks

E: Fluent Pupils:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas

- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
- Need very little or no support required to access curriculum content and should be working at, or very near, age related expectations

Appendix 2

EAL – Individual Learning Plan

Student name:		Date of plan:	
Date of birth:		Review date:	
Class:		Student's first language:	
Teacher:			

Overview - Complete as much information about the student as possible.

When did the student arrive in the UK? Where have they lived previously?	Any information on prior schooling?
Any prior knowledge of English? What language is spoken at home?	Flash Academy test results:
	Listening: Speaking: Reading: Writing:

If student is graded Band A, B or C in any area, please complete the rest of the plan. The plan can focus on one area or all 4.

Initial observations of child in first week:

Listening and speaking	Reading and writing	Maths

Targets for term 1 – Autumn / Spring / Summer (please highlight)

Please use [Descriptors and Strategies](#).

	Area of learning	Band	Target	Strategy
1.	<i>Listening</i>	<i>A</i>	<i>Can copy/repeat some words and phrases with modelling</i>	<i>Sit near to an adult at all times</i> <i>Speak clearly and slowly with facial expression</i>
1				
2				
3				

End of term - Evaluation:

Target	Was it achieved?	What does the student need moving forward?
1	Yes	<i>Support student to use new vocab in context whilst continuing to support language acquisition through modelling.</i>

End of term - Flash Academy scores:

Listening:

Speaking:

Reading:

Writing:

Date: _____ **Next review date:** _____

Targets for term 2 – Autumn / Spring / Summer (please highlight)

Please use [Descriptors and Strategies](#).

	Area of learning	Band	Target	Strategy
1.	<i>Listening</i>	<i>A</i>	<i>Can copy/repeat some words and phrases with modelling</i>	<i>Sit near to an adult at all times</i> <i>Speak clearly and slowly with facial expression</i>
1				
2				
3				

End of term - Evaluation:

Target	Was it achieved?	What does the student need moving forward?
<i>1</i>	<i>Yes</i>	<i>Support student to use new vocab in context whilst continuing to support language acquisition through modelling.</i>

End of term - Flash Academy scores:

Listening:

Speaking:

Reading:

Writing:

Date: _____

Date of next review: _____

Targets for term 3 – Autumn / Spring / Summer (please highlight)

Please use [Descriptors and Strategies](#).

	Area of learning	Band	Target	Strategy
1.	<i>Listening</i>	<i>A</i>	<i>Can copy/repeat some words and phrases with modelling</i>	<i>Sit near to an adult at all times</i> <i>Speak clearly and slowly with facial expression</i>
1				
2				
3				

End of term - Evaluation:

Target	Was it achieved?	What does the student need moving forward?
<i>1</i>	<i>Yes</i>	<i>Support student to use new vocab in context whilst continuing to support language acquisition through modelling.</i>

End of term - Flash Academy scores:

Listening:

Speaking:

Reading:

Writing:

End of year - Notes for next teacher: