



EAL (English as an Additional Language) Policy

Berkeley Primary School

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'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency...' (DfE Schools, Pupils and their Characteristics July 2020)

This encompasses pupils who are fully bilingual and all those at different stages of learning English.

Introduction

We value and celebrate the linguistic and cultural background of all our children. We encourage children to value their languages, read in their languages and share their languages and culture with their peers. We recognise that being bilingual / multilingual brings many social and educational benefits.

1. Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and 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.

2. Objectives

To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

- 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 each term and use this to identify next steps

3. Context

At the time of writing:

- There are 22 languages spoken in the school, including English
- 22% of pupils are EAL (132 children)
- Of these, 22 children (17%) are Pupil Premium
- 14% Band are A (New to English), 17% Band B (Early Acquisition), 26% Band C (Developing Competence), 22% Band D (Competent), 21% Band E (Fluent)

4. Key principles for second language acquisition

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers. We encourage pupils to maintain their home language and recognise that this supports acquisition of English.

5. EAL teaching and learning

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated / scaffolded work for EAL pupils if necessary.



- By encouraging pupils to contribute and extend their answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Access and Support

At Berkeley Primary School we aim for all EAL pupils to;

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

We encourage inclusion within whole class teaching through use of pictures, labels, gestures, resources, language buddies and translation. We encourage languages to be visible around the classroom and celebrated regularly. EAL children may be supported by a teacher / teaching assistant within the classroom. Where necessary, withdrawal support may take place.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and online translation tools
- Use visual support of all kinds (diagrams, maps, charts, pictures)

Use of EAL assessment to inform teaching and learning

- Bell Foundation Assessment Sheets are used to determine children's proficiency and next steps in Listening, Speaking, Reading and Writing from Years 1-6
- Children in EYFS are assessed using Wellcomm

Resources

- Schemes of work available: Racing to English, Seema, WellComm (EYFS / Year 1)
- Online Resources: Lexia, Bug Club
- Bank of resources to support new arrivals:
 - Flashcards, posters, survival language – dual language resources
 - We aim to have dual language books available in all languages represented in school
 - Language buddies play a key role in promoting multilingualism and providing linguistic / emotional support for new starters

6. Planning, monitoring and assessment for EAL

EAL children are assessed and tracked in all curriculum areas. Where children are 'Working Towards' age related expectations in English, class teachers assess and track them using the Bell Foundation assessment sheets for Bands A to E in Listening, Speaking, Reading and Writing. This helps to identify next steps and identify children who need additional support to make expected progress. These children also have a support plan with targets identified. Curricular and linguistic progress is monitored and tracked by the EAL lead.



7. Special Educational Needs and Gifted and Talented Pupils

We recognise that:

- EAL is not the same as SEND.
- It is not necessarily helpful to group EAL children with SEND children.
- It is good practice to sit children who are New to English with a good linguistic role model.
- Children who may have additional needs will be discussed with the SENDCO.
- Some EAL children will be more able and should be appropriately challenged.

8. Parents/carers and the wider community

New starters have a home visit where staff establish which languages are spoken and proficiency in English. They share the School Prospectus and explain the structure of the school day / expectations.

Letters home are available in a variety of languages, describing the English education system and school life.

Where families require extra support, e.g. refugees, the Family Support workers will organise gradual transition and extra meetings with families.

9. Key responsibilities and staff development

EAL lead ensures that:

- 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 of EAL learners is available to staff
- The progress and wellbeing of pupils with EAL is monitored and assessed regularly and possible learning difficulties are discussed with SENDCO.

Class teachers ensure that:

- They are knowledgeable about pupils' abilities and needs in English and other subjects
- They use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping
- They value and celebrate the linguistic and cultural backgrounds of their pupils.