



# EAL



<b>Status</b>	
<b>Responsible Board</b>	<b>Directors Board</b>
<b>LGB</b>	<b>Full Governing Board</b>
<b>Responsible Persons</b>	<b>Rachel Stringer</b>
<b>Date Policy Agreed</b>	<b>July 2023</b>
<b>Last Review Date</b>	<b>July 2023</b>
<b>Next Review Date</b>	<b>July 2024</b>

## **1. Introduction**

The term EAL (English as an Additional Language) is used to refer to pupils whose first language is not English. Pupils may therefore be fluent in one or more languages other than English.

At Bentley High Street Primary School, we value every child and believe that they have the right to learn, to live and to be part of a community where they are respected. We celebrate the fact that some children may speak more than one language and acknowledge that EAL children have similar skills and knowledge to English-speaking children. In our school we encourage all children to achieve the highest possible standards though taking account of each child's individual needs and experiences.

We support inclusive and effective teaching for all pupils and are committed to ensuring that all children have access to a broad and balanced curriculum. We understand that speech and language skills underpin every child's learning and development across all areas of the curriculum and that EAL pupil's knowledge and ability to participate in the full curriculum may be in advance of their communication skills in English. As a result, we are devoted to establishing effective EAL practices across our school that begin with a strong foundation for language acquisition in the Early Years Foundation Stage.

## **2. Aims and Purpose of this policy**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. We promote principles of fairness and justice for all pupils through providing a diverse and inclusive curriculum.

The aim of this policy is to help ensure that we meet the individual needs of our EAL pupils through the planning, organisation, teaching and assessment procedures we promote which we believe will support raising pupil achievements and aspirations. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of our school.

### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the curriculum and the achievement of their educational potential.

### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

At Bentley High Street Primary School teachers support children who are learning English as an additional language by various means.

Developing spoken and written English by:

- Displaying key vocabulary in classrooms (working walls and topic learning journeys)



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- Communicating with parents by sending leaflets with key word banks and that week's learning on as well as pre-teach packs containing upcoming learning and key vocabulary.
- Ensuring that vocabulary covers tier 1-tier 3-word vocabulary to expose children to a variety of vocab and explicit teaching of this.
- Exploring the different purposes for English speaking and writing across a range of subjects
- Ensuring opportunities for talking and drama to support writing
- Building on children's experiences of language at home and in their wider community

Ensuring access to the curriculum and assessment by:

- Using accessible texts and materials to suit children's level of learning and identifying where support may be needed for those children with EAL.
- Providing support through bilingual dictionaries, video and audio materials as well as practical resources, pictures and real life experiences (where appropriate).
- Setting achievable targets in literacy using the Bell Foundation Assessment Framework for Schools.

## **Context**

At Bentley High Street Primary School, a small but increasing number of children have English as an Additional Language. We recognise and celebrate cultural diversity and we provide a welcoming environment for all children whereby children feel valued and confident. We currently have 13 different languages spoken in the family home. The most common languages are Polish and Romanian.

On children's entry to the school, information is gathered about:

- Pupils previous background and experiences (including family and biographical background)
- Pupils previous educational experience as well as their proficiency and literacy in first language spoken including prior subject knowledge
- Pupils are assessed after two weeks using the Bell foundation assessment to highlight areas in which children may need some additional support

## **Key principles for second language acquisition**

### *Language-focused curriculum/whole school approach to EAL*

EAL pupils are entitled to access a broad and balanced curriculum that includes the teaching of National Curriculum objectives for their year group. English is best learnt through children's engagement with class based activities and when the children are given purposeful contexts to use and develop their language skills. At Bentley High Street, pupils receive a curriculum that is specifically designed around our children and their needs. 'Oracy and communication and language' are one of our three curriculum drivers and effective language use is crucial to the teaching and learning of every subject.

### *Connecting in-school and out of school learning*

At Bentley High Street Primary School we recognise that children's prior learning is crucial to supporting children to acquire and develop new knowledge and skills. For EAL learners, this is crucial and an understanding of pupils' home language use, education background, cultural and linguistic heritage are paramount in order to support children's learning. Pupils are encouraged to share learning and knowledge from trips to home countries and other experiences that are special to that child as we want children to learn from a young age that all languages, dialects, accents and cultures are equally valued.



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### *Continued home language development*

Multilingual pupils are encouraged to maintain their home language alongside their additional language skills as

many concepts and skills depend on and benefit from well-developed home language. By continuing to develop a first language children's knowledge and skills can be further developed and can aid the acquisition of additional languages. EAL children's home languages may also be vital in maintaining links with extended families and communities.

### *Development of English language skills*

We recognise that EAL learners' may need some additional support as they continue to develop their English language skills. All staff are responsible for building strategies into lessons and making appropriate provisions that can support and aid children's language development. Language demands of learning tasks are identified and planned for with attention to initial access and extension. At Bentley High Street we acknowledge that access to learning requires attention to words and meanings which can be a barrier for EAL children. As a result, we explicitly teach and explore new vocabulary and all staff have a crucial role in modelling language and sentence structure.

### *Parental involvement*

Collaboration and communication between parents and teachers is crucial in order to ensure an accurate picture of children's academic development. It also helps to identify any areas an EAL pupil may need additional support. At Bentley High Street we regularly communicate with parents and provide information about their learning weekly through parent newsletters. We understand that teaching methods and school systems can vary from country to country, therefore teachers are also available to provide advice and support for parents.

## **5 Stage Model for Language Acquisition**

### **A. New to English**

A child may who is classed as new to English may;

- Use their first language for communicating
- Remain silent
- Copy/repeat single words and phrases
- Understand some everyday English expressions but have minimal or no English literacy
- Follow day-to-day social communications in English
- Begin to use chunks of spoken English for social purposes e.g. 'my turn'
- Understand simple instructions and follow narrative/accounts with visual support
- Develop some skills in reading and writing
- Use sentences made up of key words to communicate meaning
- Become familiar with some subject specific vocabulary

It is important to remember that a child at this stage needs significant support to building fluency and confidence as well as helping the child make meaning of words.

### **B. Early Acquisition**

A child may; Participate in learning activities with increasing independence. Express themselves orally in English but structural inaccuracies are still apparent. Requires ongoing support in literacy, particularly for understanding text and writing. Follow abstract concepts and more complex written English. A child at this stage requires support to access the curriculum fully.

### **C. Developing Competence**

A child at this stage can typically communicate successfully in English and may;

- Read and understand a wide variety of texts



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- Lack complexity in written English
- Demonstrate evidence of errors in grammatical

structure

- Use sentences with some errors in plurals, tenses, pronouns and prepositions

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. They also need support to develop accuracy by helping them identify key features of English language.

### **D. Competent**

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors linked to their language background. A child who is working at this stage may need support finding and using ideas from reading in their writing, using the correct endings for tense and person, choosing the correct preposition as well as showing accuracy in subject-verb and noun-pronoun agreements.

### **E. Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

### **Curriculum access**

All children at Bentley High Street Primary School follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum. We do not withdraw EAL pupils from lessons to receive EAL support as we believe that small group work and additional resources and in-class support from staff as well as peers is more effective.

Our EAL children only access separate work when it is part of a focused target intervention group including for wellcomm and colourful semantics groups which are designed to support children's language development.

Teachers provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults as well as providing opportunities for children to have first-hand practical experiences that build on previous experiences at home and at school.

### **EAL teaching and learning**

The teaching and learning at Bentley High Street is unique to the children in our school and was designed to meet the needs of all pupils by personalising provision and using schemas to support children's acquisition on new skills and knowledge. Oracy – communication and language is one of the key curriculum drivers and it underpins everything we do. We provide differentiated opportunities matched to EAL pupils' needs.

*Classroom organisation, planning and strategies to support curriculum access:*

- Opportunities for collaborative group work (including kagan strategies)
- Enhanced opportunities for speaking and listening
- Incorporate a range of learning styles into lessons including visual, auditory and kinaesthetic
- Effective role models of speaking, reading and writing
- Use of bilingual resources including dictionaries, on-line support, texts and key word lists





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• Additional visual support e.g. posters, pictures, photographs, objects, story props, gestures, mimes,



- demonstration and use of exaggerated facial expressions
- Scaffolding speech including the use of colourful semantics
- Pre-teach packs to parents prior to a new topic
- Weekly parent leaflets outlining learning for that week
- Effective role models for speaking, reading and writing
- Learning progression from concrete to abstract
- Opportunities for drama and role-play
- Daily and weekly reviewing of learning to support consolidation
- Scaffolding for language and learning e.g. writing frames
- Additional verbal support is provided through repetition, modelling, alternative phrasing and peer support
- Wherever possible in the curriculum or at other times in the school day, provide opportunities to explore linguistic and cultural diversity, e.g. answering the register in different languages, sharing and displaying photos, celebrating festivals

### **Induction into school:**

At Bentley High Street Primary School, we have a rigorous admissions process that allows us to obtain in-depth information about each child's background and experiences, including their previous educational experience. This enables us to ensure that children are supported from the moment they enter school and ensures teachers can personalise the provisions put in place for the child.

#### *On arrival at Bentley High Street Primary School*

##### *Pupils will:*

- Be met by their new class teacher and shown around the school and their new classroom
- Be shown where to put their things and where to go to the toilet etc.
- Be given any bilingual resources to support them and any other visual cues needed to ensure pupil can communicate basic needs including visual timetable, communication fans, pictures, photographs and posters etc, (dependent upon current language acquisition and information provided by parents/carers)
- Be provided with a welcome pack that includes important information about their new class
- Be assigned a 'buddy' who are good language and behaviour role models to encourage friendships and to support pupils to feel safe, secure and welcomed.
- Complete Bell Foundation Assessment after two weeks when the pupil has settled into the setting.
- Be introduced to language representative for their spoken language (where possible)

##### *Parents/carers will be asked to:*

- Complete an admissions form (on this they will be asked about the languages spoken at home)
- Complete an EAL questionnaire to detail information about their child's current language development
- Organise a home visit with the pastoral team

### **Language Representative**



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Language Representatives (children who are articulate in their home language and English) support learning in the classroom and translate to children during their induction.

They organise activities during play times, which use their home language and involve children from across the school.

### **Special educational needs**

Having a home language other than English is not a 'learning difficulty' and a clear distinction should be made between EAL pupils and Special Education Needs (SEN). Pupils are not placed on the register unless they have SEN.

Should Special Education Needs (SEN) be identified, EAL pupils will still have equal access to school's provision.

### **Assessment and record keeping**

At Bentley High Street Primary School, we use The Bell Foundation EAL Assessment Framework to assess EAL pupils. This evidence-informed assessment framework supports teachers in understanding and identifying the specific language needs of EAL learners in their class. All pupils are assessed termly using 'The Bell Foundation Assessment' and these assessments generate children's targets. Pupils who are new to school are assessed after two weeks of entry.

The school carries out ongoing recording of attainment and progress and monitors this progress made half-termly to highlight children in need of targeting for focus and support.

In the Early Years Foundation Stage (EYFS) children learn through play and interactions. Staff observe children and support them to extend this learning by questioning and providing challenges. Teachers monitor children's development of their English skills and although they are assessed on these skills if their communication and language skills are significantly different in the child's first language then teachers may work alongside parents to carry out an assessment of their home language skills. Assessments of the child's first language can also be carried out if there is a concern about language delay.

From Year 1 through to Year 6 children's assessment is based on the National Curriculum for Key Stage 1 and Key Stage 2. Pupils are observed and regularly assessed on their developing use of language and considerations are given to the appropriateness of testing EAL pupils at the earliest stages of language acquisition. The Statutory Assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language. For science and written mathematics tests we can provide verbal translations of words and phrases in the test papers if we feel it will be beneficial for a child who is in their first year of the English school system. For the children who have limited English and who are new to school, we can provide them with a verbal translation for the mental arithmetic test in Key Stage 2.

### **Parents/carers and the wider community**

At Bentley High Street we encourage parental community and involvement by:

- Providing a welcoming induction process
- Having regular contact with parents/carers to discuss progress targets and next steps
- Celebrating and acknowledging the achievements of all EAL pupils
- Supporting parents by giving them guidance about how best to aid their child's learning at home



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- Providing opportunities to explore cultural diversity and inviting parents to celebrate and share special

festivals and languages.

- Celebrating European languages day across school



## **Key responsibilities and staff development**

### *EAL Coordinators*

To ensure that all staff follow the procedures outlined in this policy and to take responsibility for monitoring the progress of EAL pupils in school.

The EAL coordinators will:

- Advise teachers about the development of EAL strategies, planning and assessment
- Audit resources
- Prepare and update EAL action plan
- Take part in monitoring teaching, planning and books of EAL pupils
- Measure and assessment progress tracking EAL progress over time

### *Admissions Officer*

To obtain, collate and distribute information about new pupils to relevant teachers. This includes:

- Languages spoken at home
- Information about previous education
- Information about pupils' background and experiences incl. family and biographical background

### *Teachers*

All teachers have a responsibility to remove barriers that stand in the way of the learning and success of EAL learners. Teachers will ensure they are using appropriate strategies such as those outlined in this policy to support all EAL learners. They will ensure that inductions take place and that 'The Bell Foundation Assessment' is conducted every term to update targets and monitor pupils progress.





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