



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

1.0 GUIDING PRINCIPLES

1.1 Vision and Philosophy:

At Queensway Primary School our vision is to inspire all children to achieve their full potential. We provide a broad, balanced and relevant curriculum for all children, including those with English as an additional language (EAL).

The term EAL is used when referring to pupils whose 'first' language is not English. The Department for Education (DfE) defines 'first' language as, '*The language to which a child was initially exposed during early development and continues to be exposed in home or in the community*'. For almost all EAL learners this means that if they are an EAL learner when they start school at 4 years old, they will be an EAL learner throughout their education and their life. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of learners with EAL, helping them to fulfil their potential.

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 'first' language and background. As a school, we know that bilingualism is a strength and that EAL learners make a valuable contribution to the growth of our school.

1.2 Aims and Objectives:

The aims and objectives of this policy and the Schools' EAL provision are to:

- Ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Equality Act 2010
- Welcome and value the cultural, linguistic and educational skills and experiences that pupils with EAL bring to the School
- Help pupils with EAL to become confident and fluent English speakers, listeners, readers and writers in order to be able to fulfil their academic potential
- Encourage and enable parental / carer support in improving children's attainment, by all staff having high aspirations of all learners irrespective of their backgrounds or needs
- Assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- Monitor pupils' progress systematically and use attainment and progress data in decisions about classroom management and curriculum planning, so as to raise pupil achievement

- Equip staff with the knowledge, skills and resources to be able to effectively assess, teach, support and monitor pupils with EAL
- Maintain and enhance pupils' self-esteem and confidence by acknowledging and giving status to their skills in their 'first' languages

1.3 Local and School context:

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. Nearly 10% of pupils in Oxfordshire schools are learning English as an additional language. Many appear fluent in English but may underachieve if their specific language development needs are not met. At Queensway Primary School, currently 20.25% of the pupils on roll are developing EAL (data as of March 2019). 'First' languages include Hungarian, Italian, Polish, Portuguese, Punjabi, Romanian, Thai and Urdu at Queensway School.

Our EAL learners come from a variety of backgrounds: some are from well-established communities, while others are new to the language and culture of this country; and some pupils have previous school experience and are literate in their 'first' language on arrival whereas others may have had no previous formal education. In addition, the pupils on our EAL Register have differing levels of competence in English:

- Some pupils are new to English
- Some have developed conversational fluency, but still require support with the more academic demands of the curriculum
- Some have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support

On entry to Queensway Primary School, information is gathered about a pupils' linguistic background and competence in language/s – including 'first' language and English – through an initial meeting with parents / carers (where possible) as well as pupil enrolment documentation. We also use the Hounslow framework, which is linked to the DfE EAL Proficiency Codes. It provides clear descriptors to determine the level of English proficiency of EAL pupils and enables Teachers to set clear targets for next steps to ensure progress.

2.0 ROLES AND RESPONSIBILITIES

Provision for children with EAL is the responsibility of the Governing Body, Head Teacher and **all staff** within Queensway Primary School. It is a Class Teacher's responsibility to provide appropriate support for children with EAL in his/her class and to be aware that these needs may be present in different learning situations.

All staff are responsible for the identification, assessment and provision of targeted support for children with EAL. This is facilitated by the Schools' Inclusion Manager and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate).

3.0 KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION:

- EAL learners are entitled to the full National Curriculum programmes of study and their Class Teacher has a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the 'first' languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their 'first' language and use it in the school environment wherever possible and appropriate.
- 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 higher and more complex and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the 'first' language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs and Disabilities (SEND).

3.1 Teaching and learning:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.

- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames and writing frames.

3.2 Planning, monitoring and evaluation:

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

3.3 Assessment and record-keeping:

All EAL learners are entitled to assessment against the Early Years Foundation Stage (EYFS) profile or our internal assessment system. Where it is felt that factors other than EAL are impacting on learners' progress, further assessment and investigation will be undertaken in order to best support their progress. Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of pupil's work. Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition. Please note, children with an English Proficiency rating of 'A' are included in the school's internal attainment data but are not included in the progress data.

3.4 Resources:

EAL learners have access to appropriate materials such as dual language text books, dictionaries and key word lists. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, ICT and story props) and build this into our planning. Whilst our pupils are principally supported through high quality first teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our pupils.

4.0 SPECIAL EDUCATIONAL NEEDS AND MORE ABLE PUPILS:

Most EAL learners needing additional support do not have Special Educational Needs or Disabilities (SEND). However, should SEND be identified, EAL learners have equal access to the school's SEND provision. If EAL learners are identified as more able, they have equal access to the school's More Able, Gifted and Talented provision.

5.0 PARENTAL/COMMUNITY INVOLVEMENT:

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications

- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- Celebrating and acknowledging the achievements of EAL learners in the wider community
- Recognising and encouraging the use of 'first' language
- Helping parents/carers understand how they can support their children at home, especially by continuing the development of their 'first' language.

6.0 LINKED POLICIES:

This policy should be read in conjunction with the following policies:

- Anti-bullying Policy
- Equality Policy
- More Able, Gifted and Talented Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy

7.0 REVIEW

This policy will be reviewed every three years by the Pupil Outcomes Committee of Governors.

Chair of Pupil Outcomes: _____ Date:

Head Teacher: _____ Date:

Policy to be reviewed: April 2022