

Holy Cross RC Primary School



EAL Policy

Signed _____ [Headteacher] Date May 2024

Signed _____ [Chair of Governors] Date May 2024

Next Review Date: May 2026

Rationale

At Holy Cross School, over 50% of our children speak English as an additional language. We recognise and value our children's home language, background and the valuable contribution that children who speak English as an additional language bring to our school. We recognise bilingualism as a strength and believe that cultural and linguistic diversity is a rich resource for the whole school. We promote equality of opportunity for all children for whom English is an additional language. We deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language. We ensure EAL children reach their full potential.

Aims

- To ensure equality of opportunity for all children regardless of gender, culture, social background or religion
- To identify and meet the children's needs, taking into account variation in their English
- experiences, ability and the learning already accomplished
- To provide any newly arrived children with a safe and welcoming environment that celebrates all children's languages and cultures.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To provide a broad and balanced curriculum that promotes academic achievement for all learners.
- To be proactive in removing barriers that stand in the way of our EAL children's learning and success. For example, to provide children with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate. To use key visuals and other strategies to support children's access to the curriculum.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To ensure that language and literacy are taught within the context of all subjects.
- To ensure that learners not yet fluent in spoken English or the language of the curriculum receive relevant support for their oracy and language development skills.

- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL children.
- To celebrate multilingual skills and promote linguistic diversity with all children.
- To actively liaise with parent/carers to help them to support their children's learning.
- To facilitate parent/carers access to school life by providing dual language information and bilingual support especially for parents' evenings and school events, and to monitor parental involvement.

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

- Community Cohesion policy
- Curriculum policies
- Equalities policy
- New Arrivals policy

Definitions

EAL Children: '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 or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

New Arrivals: The term 'new arrivals' is used to describe children who are international migrants, including refugees, asylum seekers, children of people working or studying in England and economic migrants from overseas.

EAL Teaching and Learning

At Holy Cross Catholic Primary School we have high expectations of all children and ensure that they have access to a broad and balanced curriculum. We acknowledge the ['Teachers' Standards' section 5](#): 'Adapt teaching to respond to the strengths and needs of all pupils' which states that 'teachers should have a clear understanding of the needs of all pupils, including... those with English as an additional language... and be able to use and evaluate distinctive teaching approaches to engage and support them.' We use various methods to help children who are learning English as an addition language.

We develop spoken and written English by:

- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Use of buddy system.
- Use of working wall to support learning of key vocabulary and key concepts.
- Ensuring that vocabulary work covers the technical as well as the everyday meanings, covering not just key words, but also metaphors and idioms.

- Using accessible texts and materials that suit both children's ages and levels of learning.

We ensure access to the National Curriculum and to assessment by:

- Ensuring classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Providing additional visual support.
- Providing additional verbal support (e.g. repetition, modelling, peer support).
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- providing support through ICT, video and audio materials, dictionaries and translators.
- using the home or first language where appropriate.
- The EAL lead, assessment lead and subject leaders work collaboratively to ensure that good practice is maintained across the school regarding EAL teaching and Learning.

The Early Years Foundation Stage

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing class support, where possible, to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.
- Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

EAL Assessment

- All children have full access to a broad and balanced curriculum.
- Attainment is assessed three times a year. Appropriate access arrangements are made, taking into account the child's EAL needs.
- As with all children, progress is discussed regularly in Pupil progress meetings (3x per year). If a child with EAL is not making expected progress, an intervention may be provided to support language development and/ or further training offered to the class teacher/ LSA's.
- Parent/carer's are regularly kept informed about their child's progress (e.g. termly parents evening appointments).
- Early Years practitioners take into account where necessary the entitlement to assessments in first language when making judgements of a new EAL child against the Early Years areas of learning and development.
- All EAL children's English proficiency levels are assessed twice a year using the Bell Foundation proficiency scales (see appendix 1).
- Where a primary school's results are published in national performance tables, newly arrived EAL children can be discounted from these tables where:
 - 1) they were admitted to an English school for the first time after the beginning of school year preceding the year of the tests; and they arrived from overseas before their admission

- 2) their first language is not English.

Levels of Proficiency in English

At Holy Cross Catholic Primary we use The Bell Foundation's [EAL Assessment Framework for Schools](#) to establish English language proficiency. We assess children's proficiency twice a year and use a 5 stage model to identify language acquisition.

Stage A - New to English

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

Stage 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.

Stage C - Developing Competence

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Stage 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 and need support to develop their linguistic skills.

Stage 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.

