



# Overleigh St Mary's CE Primary School

## EAL Policy

Date policy last reviewed: Summer  
2024

Signed by:

Summer 2024

Head teacher

Date:

Summer 2024

Chair of governors

Date:

# **OVERLEIGH ST MARY'S CE PRIMARY**

## **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

### **PURPOSE / VISION STATEMENT**

An EAL pupil is a pupil whose first language is not English and their main language at home is a language other than English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

The Governors and staff vigorously promote an ethos which encourages mutual respect for all, no matter what their race, gender, preferred language, religion or ethnicity. 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 home language and culture.

As a school, we are aware that bilingualism is a strength and that EAL pupils and their family, have a valuable contribution to make to our school community. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. We believe the best progress in language learning is made when class teachers, TAs and the EAL co-ordinators work closely together with the pupils themselves and their parents.

### **AIMS**

Overleigh St Mary's CE Primary School values and celebrates the rich cultural diversity of the school and its community. This policy aims to promote school wider strategies to ensure all EAL pupils are welcomed, respected and supported in learning English, accessing the whole school curriculum and joining in with the full life of the school. The overall aim is for EAL to prove no barrier to learning and that these pupils achieve at least as well as their peers by the time they move on to the next phase of their education and to encourage and enable parental support in improving children's language skills.

Currently, we have 34 plus different languages spoken in our school and 35% of all children in the school are EAL children.

### **OBJECTIVES**

- To raise awareness of the school's obligations to support planning, organisation, teaching and assessment procedures, along with the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.
- To acknowledge and value the cultural, linguistic and educational experiences which EAL children bring to the school.

- To help EAL pupils become confident and fluent in English in order that they may fulfil their academic potential.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor and assess pupils with EAL.

## **LEGAL / STATUTORY REQUIREMENTS**

The Race Relations (Amendment) Act 2010 requires all schools to have a Race Equality Policy and to monitor and evaluate the effectiveness of its policy. For those schools with English as an Additional Language (EAL) pupils, this means establishing clear procedures for the provision for EAL pupils at their various stages of development.

Pupils learning EAL are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as subject content.

## **PROCESSES IMPLEMENTED IN SCHOOL**

### **Teaching and Learning**

On arrival, information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member/members of staff are nominated to have responsibility for EAL.

### **Planning the Curriculum**

Planning for bilingual learners will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs. Planning is shared with support staff. When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar or uses of language.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons.

Staff review groupings and seating arrangements to ensure that EAL learners have access to strong English language peer models.

Where appropriate pre- teaching materials are shared e.g. before the start of a new area of study in Geography to support language acquisition, especially for those who are emergent in their use of English.

### **Strategies**

Staff use support strategies to ensure curriculum access:-

- Collaborative group work.
- Enhanced opportunities for speaking and listening to develop subject learning.
- Effective role models of speaking, reading and writing.
- Additional verbal support - repetition, alternative phrasing, peer support.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, diagrams, charts, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key- word lists.
- Writing frames.
- Opportunities for role play.
- Pupils receive regular feedback from staff.
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract.
- Writing frames
- Social Stories
- Encourage and use bilingual support from peers and staff.
- EAL Intervention support staff

### **Parents/Carers and the Wider Community**

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents'/carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters, when available.

## **Dissemination**

The policy will be disseminated to all staff. New staff will be provided with this policy as part of induction. The policy will be available, upon request, from the school office.

## **Resources/ Resource Allocation**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources in the classroom and around school reflect linguistic and cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, audio materials, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

All resources will be made available to ensure the effective adoption of this policy.

## **RESPONSIBILITIES**

### **AS A GOVERNOR**

- EAL and Ethnic Minority Achievement issues are included in the Headteacher's report
- The school Race Equality Policy and racist incident return are reviewed with Governor.

### **AS THE HEADTEACHER**

The Headteacher has overall responsibility for provision for EAL children. In addition, the Headteacher will ensure:-

- The school will enable staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and led.

### **AS THE SUBJECT LEAD**

The EAL Coordinators are responsible for sharing good practice, maintaining a register of EAL children and their provision, monitoring progress, attending relevant INSET and then motivating and supporting school colleagues as appropriate with resources and advice.

## **AS A TEACHER**

The responsibility for using all available resources to raise the attainment of EAL pupils lies with the individual teacher, supported by the EAL Leads, who maintain an overview of the school. The teacher needs to maintain up-to-date records of EAL pupils within their class and any additional support in place for them.

## **AS A PARENT/PUPIL/OUTSIDE AGENCY**

Partnership with parents plays a key role in enabling EAL children to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

## **ASSESSMENT AND RECORDING**

At Overleigh we recognise that bilingual EAL learners can make rapid progress in acquiring English, but also that to be fully competent in the use of academic language for learning can take up to seven years. Class teachers and support staff assess all beginner EAL learners each term in listening, speaking, reading and writing and chart their progress. The Learning Village is used to support the children's learning. The achievement of EAL pupils in all Key Stages is monitored and evaluated to ensure impact.

## **SPECIAL EDUCATIONAL NEEDS**

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are more able, gifted or talented even though they may not be fully fluent in English.