



EAL Policy

Beam County Primary School

Approved by:

Date:

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**Next review due
by:**

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1. Introduction

The term EAL is used when referring to pupils where the first language at home is not English. The Primary National Strategy of Excellence and Enjoyment (2006) 'recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire. Bilingualism is defined as 'those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages. Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support in order to develop the cognitive and academic language necessary for educational success' (Naldic.org.uk).

All pupils need to feel safe, valued and accepted in order to learn happily and effectively. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background.

As an inclusive school, we are aware that bilingualism is a strength that is embraced; recognising that EAL pupils have a valuable contribution to make.

2. Aims

This policy sets out the School's aims, objectives and strategies with regards to meeting the needs and celebrating the skills of EAL pupils; helping them to achieve the highest possible standards. It is 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. Furthermore, our aims are to,

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- 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 academic potential.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3. Strategies - school/class ethos

- Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- EAL children's first language is recognised and it is also recognised that he/she has the potential to become a bilingual adult.
- EAL pupils' strengths are identified and we encourage them to transfer their knowledge, skills and understanding of one language to another. Their self-esteem is also addressed through this.

- We recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- EAL pupils are allowed to use their first language to explore concepts.
- Newly arrived EAL children are given time to absorb English (this is called the 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained). This period is supported with the providence of English 'survival' phrases.
- EAL pupils are grouped in order to hear good models of English. Collaborative learning techniques are used alongside.
- Speaking and writing in English are structured for different purposes across a range of subjects and EAL pupils are aware of these purposes.
- Effective opportunities for talking are provided, to support all areas of learning.
- Clear procedures are set in place for pupils who are not making expected progress (see appendix 3).

In the EYFS pupils learn English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages supports each other.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing support to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English and as appropriate.

4. Assessment

- School Registration form identifies pupils where English is their second language.
- We carry out on-going recording of attainment and progress in line with agreed school procedures (see appendices).

5. Responsibilities

Registrar obtains, collates and distributes to Head and EAL Coordinator, information on new pupils with EAL.

Head teacher ensures that:

- All involved in teaching EAL learners liaise regularly.
- Parents and 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.
- Targets for pupils learning EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly.

EAL Co-ordinator ensures that:

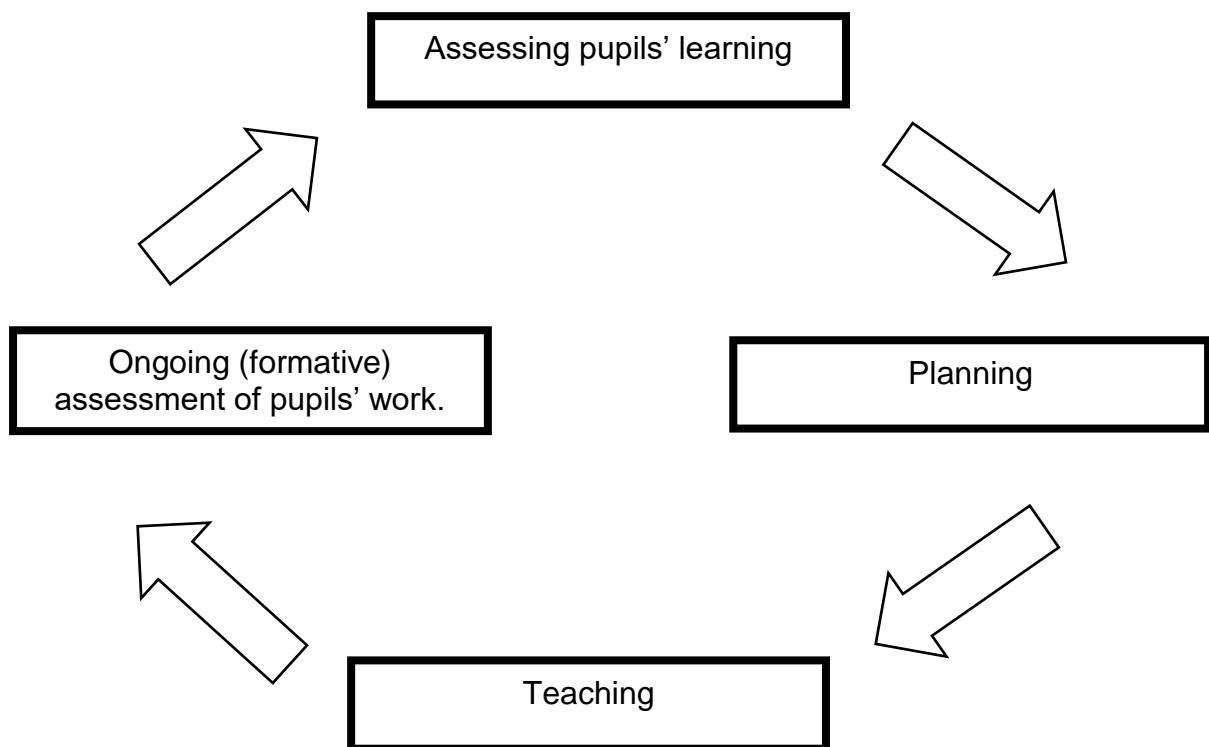
- Initial EAL assessments of newly arrived pupils are undertaken.

- EAL benchmarking assessments are undertaken and reviewed for those who are not making expected progress.
- Give guidance and support to set targets and plan appropriate work.
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Head on the effectiveness of the above and the progress of pupils.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO.

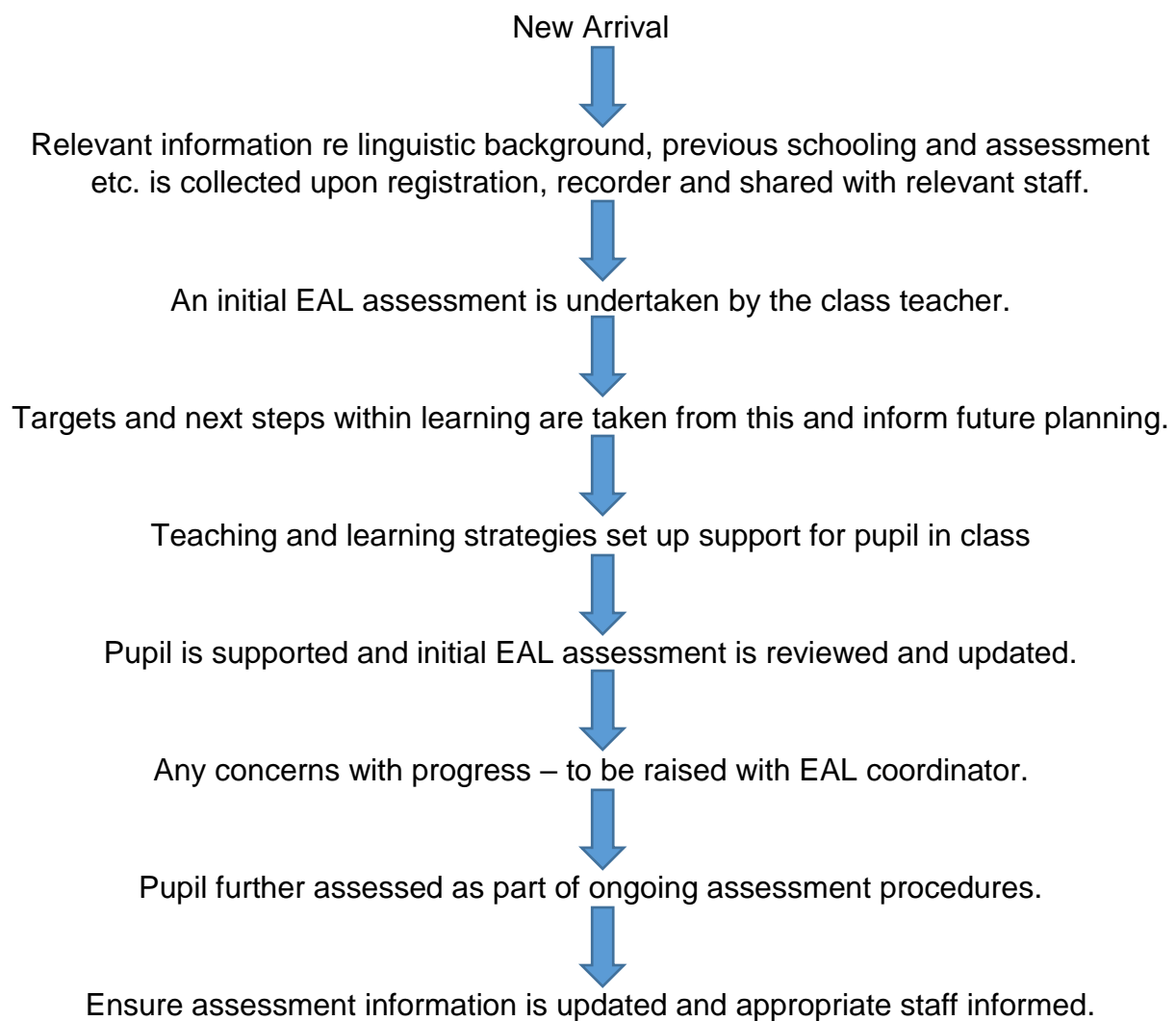
Class/subject teacher:

- Be aware of pupils' previous educational experience and their background.
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- To identify learning gaps with the use of The Bell Foundation EAL Assessment framework for schools.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.
- To raise concerns with EAL coordinator and SENCO.

Appendix 1: The Assessment Cycle



Appendix 2: Chart to show assessment procedures for new pupils



Appendix 3: Chart to show procedures for pupils not making expected progress

