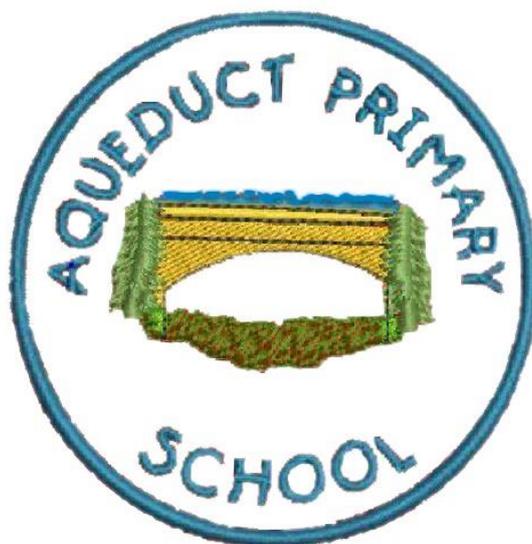


Aqueduct Primary School

English as an Additional Language (EAL) Policy



2021-2024

<i>Discussed and Agreed by Governing Body</i>	<i>May 2021</i>
<i>Discussed and Agreed by All Staff</i>	<i>May 2021</i>
<i>Next Review Date</i>	<i>April 2024</i>

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Introduction

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful learners, peers and members of the community. At Aqueduct Primary school, we actively encourage and promote children to feel proud of their own culture and identity. When children join our school speaking languages other than English, we want them to feel safe, comfortable and encouraged that this is important to their identity. We encourage them to continue speaking their own language(s) whilst developing their speaking of English. We ensure that there is appropriate provision in place to support their development of English with equal access to the curriculum. We ensure that diversity is encouraged throughout the curriculum and that children have experience of learning about/reading books written by authors from different ethnic backgrounds and countries. Across the whole school, we promote the importance of diversity, equality and inclusion.

Statement of aims and commitments

The aim of this document is to outline how the staff at Aqueduct Primary school will support pupils who have English as an Additional Language (EAL). It will raise awareness and support planning, organisation, teaching, and assessment procedures regarding pupils with EAL. It will also outline the use of resources and strategies in place to



meet the needs of pupils with EAL and therefore raise standards and attainment. The role of language is extremely important at our school and it is important that children learn English in order to access school both academically and socially.

The School Context

The School census guide 2018-2019 defines English as an Additional Language as: 'Where a pupil's first language is other than English - that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community.'

In our school, as of April 2021, we have 16 pupils identified as having English as an Additional Language (EAL). This is 6.67% of our school. The local Telford & Wrekin context is 12.9% EAL (Jan 2021) so we are below average for our local area. 8/16 (50%) of these pupils require additional support for developing competence in EAL.

We currently have language spoken and these are:

- Lithuanian (4 pupils)
- Tamil (3 pupils)
- Italian (2 pupils)
- Polish (2 pupils)
- Spanish (1 pupil)
- Urdu (1 pupil)
- Romanian (1 pupil)
- Latvian (1 pupil)

There are currently 2/16 pupils who are both EAL and receiving Pupil Premium Grant (PPG).

There is currently 1 pupil who is both EAL and have Special Educational Needs and Disabilities (SEND). This pupil also has an EHCP.

Key principles for second language acquisition

The staff at Aqueduct Primary School believe that it is a priority for EAL learners to be able to access the full National Curriculum. All of our teaching staff share a responsibility for teaching English as well as other subject content. We ensure that as a key principle, all children have access to learning that has a specific attention to vocabulary and word



meanings that is embedded in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

We also believe that language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible. 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, requiring continued support for up to ten years. Language develops best when used in purposeful contexts across the curriculum. When planning, the language demands of learning tasks (vocabulary, structures and textual organisation) need to be identified, considered and included. 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.

EAL teaching, learning and resources

Within every classroom, teachers will be aware of the needs of the EAL pupils and the support needed for them to access the mainstream curriculum. This may be pre-teach opportunities to introduce new language and vocabulary or intervention time to support any gaps in learning. Teachers will have the same high expectation for all pupils to achieve the National Curriculum and differentiate lessons accordingly to promote this. Each classroom has a visual timetable to support the understanding and sequence of the day for pupils with language needs. Higher achieving learners will be supported through greater depth provision, regardless of EAL needs. Language learning may be planned and taught throughout each lesson or it may be taught discretely depending on need.

Specific EAL resources such as dictionaries and dual language books will be purchased when needed. Other resources may be hired from the Multicultural Development Team.

Planning, monitoring and evaluation for EAL

Pupils who are EAL will be identified on registration through admissions. They will then be assessed on their listening, speaking, literacy and maths by their class teacher, headteacher or the staff member in charge of EAL using Telford & Wrekin's EAL assessment documents (see 'Assessment and record keeping' section of policy for more information on how pupils are assessed). These assessments will

be completed termly which will monitor progress and allow support to be altered depending on need. Monitoring will also include consideration of pupils language/ethnic group to ensure that no groups are making progress that is disproportionate to others.

Teaching staff will plan with appropriate differentiation for pupils who have EAL. Children needing intervention and additional support will have extra time working with an adult on activities planned specifically to develop their understanding and use of the English language.

Interventions will be monitored regularly and adapted depending on progress and attainment. Targets for EAL pupils will be appropriate and challenging to allow pupils to close the gap between themselves and their peers.

SEND and Gifted & Talented pupils

It is essential that there is a clear distinction between pupils that have EAL and pupils that have Special Educational Needs and Disabilities (SEND). A pupil may be showing signs of SEND such as slow or haltered progress due to their understanding difficulties when learning in English. The Multicultural Development Team in Telford & Wrekin will help identify if a pupil with EAL also has a SEND through a rigorous assessment process. If a pupil is identified as both EAL and SEND, then they will receive the same SEND support as non-EAL pupils through the schools SEND policy. If a pupil is identified as greater depth, then they will receive equal access to the school's provision.

Assessment and record keeping

All pupils are entitled to be assessed academically through the schools assessment procedures, including the EYFS and National Curriculum.

EAL pupils who are not achieving age-related expectations will be assessed using the NASSEA EAL Assessment framework advised by the Multicultural Development team. This is also developed from the Department for Education Proficiency in English Scale (below).





New to English (Code 'A'): May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

Early acquisition (Code 'B'): May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Developing competence (Code 'C'): May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Competent (Code 'D'): Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

Fluent (Code 'F' or 'E'): Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Pupils will be assessed in English, or if it is felt that there may be other factors impacting their learning and progress, then they will be assessed in their first language.

Assessments will be carried out after the child has settled into our school, after around 6 weeks. These will be carried out by the class teacher or the EAL lead in the first instance, with guidance and advice from the Multicultural Development team. Progress will be monitored through regular assessments.

Any records kept on pupil's will be kept secure in line with school procedure.



Parents/carers and the wider community

Staff at Aqueduct Primary School strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers
- availability of letters and correspondence to be translated on request.
- The use of Class Dojo which allows messages and communication to be easily translated.
- 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 understand how they can support their children at home, especially by continuing the development of their first language

Key responsibilities and staff development

The responsibility for the monitoring, reviewing and evaluation of the practices within school and the progress of children identified as having EAL is Miss Eloise Harrow, who is also the Special Educational Needs Coordinator. Support for this role comes from Mrs. Tammy Lockley, the head teacher. Our governing body review the policies and support staff in their provision and practices regarding pupils with EAL.

Staff will attend the termly EAL updates to ensure policy and practice is up to date. Staff will contact the Multicultural Development Team (MDT) within Telford & Wrekin for support and guidance in individual cases.

Monitoring, review and evaluation of policy

This policy will be monitored in line with any national changes to legislation. As well as this, it may be amended with any key changes to school context or provision. The policy will be formally evaluated and reviewed after 3 years to ensure it is up-to-date with the best policy and practice for EAL learners at Aqueduct Primary School.



If you wish to discuss this policy further, please contact the school using the usual contact options on the school website.

References

Department of Education (2018): School Census Guide 2018 Available:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779031/2018 to 2019 School Census Guide V1 7.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779031/2018_to_2019_School_Census_Guide_V1_7.pdf)