



# English as an Additional Language (EAL) Policy

## 1 Introduction

- 1.1 In our school all children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.
- 1.2 A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3 Our EAL learners are children who are learning English in school. They already use one or more other languages and are adding English to their repertoire. Some are new arrivals from abroad, whilst others have been attending our school for a longer time.
- 1.4 The vast majority of the children in our school are EAL learners (over 90%). They are not a homogenous group as they are at different stages of developing their English language skills - beginner, intermediate or advanced. These pupils come from a variety of ethnic minority backgrounds. The largest group is represented by Pakistani pupils, followed by Bangladeshi, Indian and White Eastern European.
- 1.5 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.6 Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## 2 Aims and Objectives

- 2.1 Underlying the National Curriculum 2014 is the entitlement of all children to access all areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2 The aim of this policy is therefore to help ensure that we meet all the 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), the Race Relations (Amendment) Act 2000 and Race Relations Act 1976 (Amendment) Regulations 2003 and The Equality Act (2010).



### **3 Teaching and Learning Style**

**3.1** The ability of pupils (for whom English is an additional language) to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English skills (both in oral and written form) and should aim to provide the support pupils need to take part in all subjects. (National Curriculum Framework in England, 2014)

**3.2** In our school teachers use various methods to help children who are learning English as an additional language:

**3.3** Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical terms as well as the everyday meanings;
- covering not just literal words, but also figurative language e.g. metaphors and idioms;
- providing them with language structures for speaking and writing;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talk to support writing;
- encouraging them to relate one language to another (transfer skills and knowledge);
- using visuals, artefacts, graphic organisers etc. to support children's learning;
- our policy is to cater for EAL pupils at the different stages of English acquisition and the specific learning styles of Early Learners of English e.g. Visual, Auditory, Kinaesthetic, Linguistic, Social and Logical;
- staff act as role models in their use of language ensuring children hear the correct language structures and vocabulary.

**3.4** Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- using texts and materials that draw on their experiences and knowledge;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- paired and group work, drama, role play and using talk to scaffold writing
- using the home or first language where appropriate;
- Using dual language texts and translated resources to facilitate understanding;
- building on their previous learning and experiences;
- we continuously develop and update our resources according to the needs of our EAL pupils;
- all school staff are provided with CPD to inform and equip them with strategies to support EAL pupils in their class;
- providing small group work for pupils new to English;
- ensuring our admissions procedures give detailed information to parents (in home languages where possible).



## **4 EAL and Inclusion**

**4.1** A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English (DfE definition of EAL).

**4.2** According to the Ofsted definition, English as an additional language (EAL) refers to learners whose first language is not English. These definitions therefore cover the following:

- Pupils arriving from other countries and whose first language is not English;
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels;
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community);
- Pupils who have a parent who speaks a language other than English and the child communicates in that language (e.g. bi-lingual children).

**4.3** In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum 2014. We provide learning opportunities that enable all pupils to make good progress. We aim to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

**4.4** We sometimes withdraw newly arrived children from lessons to receive focussed language support to support their English language acquisition and access to the curriculum. The EMA teacher works in strategic partnership with class teachers. This involves scrutinising planning, analysing assessment data and ensuring that appropriate Intervention strategies are put in place for individual children or small groups of children. Sometimes Teaching Assistants work with groups composed not entirely of EAL children.

**4.5** In Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

**4.6** The Early Years Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing opportunities for children to hear their home languages, as well as English;
- where staff speak community languages they may use these with pupils to provide instruction or support;



- providing a variety of writing in the children's home languages, as well as in English.

## **5 Assessment for Learning**

- 5.1** Teachers will consider the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, starting point, previous educational experience and ability in other languages (National Curriculum Framework in England, 2014).
- 5.2** Our school uses the DfE English Codes for EAL pupils to measure the English language competence of beginner EAL children. We record their attainment and progress according to agreed school procedures.
- 5.3** The new EAL Codes were introduced by the DfE in July 2017. These have been used ever since to measure the language proficiency of EAL pupils at different stages of learning English. They are as follows:
- New to English (Code A)
  - Early Acquisition (Code B)
  - Developing Competence (Code C)
  - Competent (Code D)
  - Fluent (Code E)

The EAL teacher carries out initial assessments on all pupils who arrive in our school from abroad or do not have any previous assessment data.

- In the Early Years Foundation Stage, children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Through topics such as *All about me* we use the Development Matters and the EYFS Statutory Framework to plan for children's learning. Teachers use ongoing observations, parent consultations and samples of work to assess children's progress against the Development Matters on a termly basis.
  - In Reception, teachers assess children's achievements using the EYFS profiles (EYFPS).
- 5.3** The statutory assessment arrangements of the National Curriculum 2014 allow us to make special arrangements for children who are learning English as an additional language.
- 5.4** The EMA Teacher and the Teaching Assistants help children during the Key Stage 1 and Key Stage 2 Assessment Period.

## **6 Monitoring and Review**

- 6.1** We have prepared an Equality Scheme Action Plan identifying our equality goals and actions to meet them.
- 6.2** This policy is monitored by the Governing Board and will be reviewed in Autumn Term 2025, or earlier if necessary.

**Agreed by Governors:**            **Spring Term 2023**  
**Review date:**                        **Spring Term 2025**