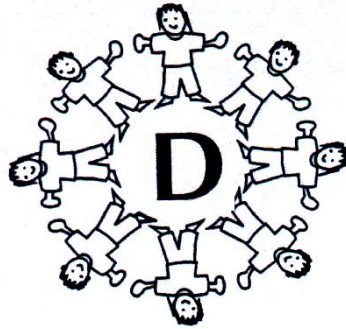


Dalestorth Primary and Nursery School



EAL (English as an Additional Language) Policy November 2024

There are other formats of this policy available upon request from the office.
This policy is also available online at <https://www.dalestorth.notts.sch.uk>

EAL Intent

At Dalestorth we support the acquisition of English as an additional language by immersing the children in a high quality, language rich environment. Our aim is that all EAL children access the full curriculum at their cognitive developmental level. We aim to engage children in a wide variety of quality experiences that will enable them to move from New to English communication, to Basic Interpersonal Communication and finally through to Cognitive Academic Language Proficiency Skills, allowing them to access the curriculum without any additional support.

Through the Dalestorth Values and our embedded British Values we aim to ensure that children with EAL skills feel welcome and fully integrated in the school, enabling them to relate positively to the rich curriculum on offer. We are also welcoming to the children's parents and value the different cultures they add to enrich the school's environment.

Through high quality teaching and learning we aim to enable the children with EAL skills to reach or exceed their personal targets and to show a good level of development across the curriculum.

We aim to do this by:

- Ensuring that planning includes an awareness of the needs of the children with EAL skills and that there is sufficient cognitive demand.
- Providing appropriate interventions where required
- Ensuring that there is a cohesive and progressive approach to supporting children with EAL needs, through appropriate interventions, pre-teaching and communication with parents outlining how they can help their children.
- Ensuring that the classroom displays reflect the languages spoken in the class.
- Providing high quality materials in key home languages to enable access to the curriculum.

To develop our pupils as EAL learners we:

Ensure that the teaching and learning, achievements, attitudes and the wellbeing of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

- Pupils learning English as an additional language are entitled to the full National Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities.
- All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately.
- Classroom displays will reflect the home language of the children in the class and will have visual aids to enable the EAL children access English.
- Accurate information on pupil's needs, attainment and progress should be maintained in an accessible and manageable form.
- Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.
- Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English. It can take at least 5 to 7 years to become proficient in specific subject and academic language.
- A named person will be responsible for EAL teaching and learning across the school. Currently this is Christine Redfern based in FS2

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced writing curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.
- Ensure that the pupil's home language is valued and they are encouraged to speak it at home and in school with other children who share their language. This values the child's culture and aids their English language development

SEND

Children with special needs will be identified and work within their individual level. If needed, they will have scaffolds and use resources with support under the direction of the class teacher/ teaching assistant. When needed an assessment will be carried out in the child's home language to gain a more accurate picture of their needs. A range of intervention programs run throughout school to support this. See SEND policy for further details.

Teaching and learning

When staff are planning and delivering any lesson, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Curriculum Organisation

EAL is organised differently across the curriculum as it is strongly related to the quality of English acquisition a child has. This varies with the amount of time they have been exposed to English. For example, a Year 6 child may have been in England for a few weeks and have very little English whilst a Year 2 child may have been in school since nursery and be fluent in social English and have a more secure understanding of specialist curriculum language too.

Below are processes we, at Dalestorth, follow to support an EAL learner in their English acquisition from New to English through to Fluent, whatever Key Stage they are in.

New Arrivals with little or no English

- We will encourage full integration into the school of EAL pupils during the early stages of acquiring English.
- We will introduce new starters to the class teacher, teaching assistant and class before the agreed start date when at all possible.
- We will encourage new pupils to feel welcomed by being given a 'buddy' (who speaks the same language if possible).
- We will provide a new to English pupil with communication aids to help them quickly develop some of their basic social communication skills and become a confident included member of their class
- We will aim to give new EAL pupils a tour of the school and introduction to other members of staff, including the office staff to familiarise them with their surroundings.
- Any background information received from previous schools or from parents will be shared with the class teacher, teaching assistant and other relevant staff in order to aid integration. This includes any data received.

- The office staff will obtain information about home language/s and how long the EAL pupil has been exposed to English and pass that information onto the class teacher and EAL lead so that they can be assessed and integrated appropriately.
- We will ensure that, the EAL lead will be informed of their arrival so that they can meet the child and carry out a New Arrival Checklist with the class teacher. A profile of competence will be created and a settling in plan and targets decided on to equip the class teacher with relevant resources which may include dual language books. The EAL Lead or class Teacher will also carry out a basic skills assessment in order to ascertain the abilities both verbally and non-verbally of the child.

For all EAL learners

- We will provide quality teaching for all pupils in their class. This includes those with English as an additional language.
- Teachers are responsible for planning tasks that match all children's cognitive ability, whatever level their English acquisition skills are.
- We will use exciting texts, word lists, modelling, pre-teaching, demonstration and visual aids in order to aid all EAL learners. We will take into consideration the need to learn new vocabulary when a new topic is introduced to the class. This will be included in the planning.
- We will provide a classroom environment that reflects the diverse languages and cultures of the children in each class.
- We will assess all EAL learners' English acquisition and use the data to inform the level and type of support a child may need.
- We will provide a supportive learning environment and encourage children to share the culture, language and religion.
- We will provide effective models of spoken and written English, providing speaking and listening opportunities to use the English language in collaborative, non - threatening contexts.
- Occasionally, an EAL pupil also has special educational needs. In this instance, the pupil will be referred to the SENCO for assessment and inclusion on the SEND register and learning will be tailored to their specific needs

Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

See the subject expectations document for more information.

Assessment

Dalestorth has adopted The EAL Assessment Framework from Notts County Council Achievement and Equality Team to track the progress of EAL Students. This Assessment Framework provides a pupil tracking tool for teachers to monitor and record the progress of EAL learners. This ensures accurate records of their English acquisition are maintained. Individual pupil records will be updated at the end of the Autumn, Spring and Summer terms up to the point of the child being assessed as fluent in English

Dalestorth also tracks EAL children's progress termly after assessment by summarising their data in relation to their personal progress towards their reading, writing and maths targets. This will highlight any issues that may need support through specific interventions.

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise input and support involving EAL learners to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the writing

policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the EAL policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by: Christine Redfern

Policy adopted: February 2021

Policy reviewed: November 2024

Policy due to be reviewed November 2026