

*'Loving to Learn, Learning to Love'*



## **English as an Additional Language Policy**

**Last Approved:** November 2020

**Review Date:** November 2021

## 1. INTRODUCTION

St. Mark's CE Primary School serves a diverse community where a large majority of pupils and their families speak English as an additional language. In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. We welcome all children whatever their background. Currently, a majority of the pupils are of Pakistani heritage and speak either Panjabi or Urdu as their first language. In total, there are currently twenty-eight languages spoken by pupils in the school. Staff at St. Mark's respond positively to a pupil's ability to speak other languages. We see bi-/multi-lingualism as a valuable asset, which can extend everyone's social and cultural experiences.

We are committed to raising the achievement and attainment of pupils with EAL and enable them to do the best they can within a positive and supportive environment.

## 2. Terms used

- Pupil with EAL is used to refer to any pupil who speaks English as an additional language. It does not assume equal competence in all their languages.

*'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community ...*

*Where a child was exposed to more than one language (which may include English) during early development, the language other than English is recorded, irrespective of the child's proficiency in English.' (DFE)*

- EALB is used at St. Mark's to denote beginners at learning English. These children are usually working at Bell Foundation Assessment Framework bands A to C and have been in a UK school under two years.
- Advanced Bilingual Learners are those children who may be competent at speaking English but may, nevertheless need some support with the linguistic demands of the curriculum.
- Bell Foundation Assessment Framework is used to refer to the system used for assessing the level of English language acquisition for EAL pupils.

## 3. Aims

The aims of this policy are: -

- To raise the achievement of pupils with EAL.
- To raise the confidence and self-esteem of pupils with EAL.
- To allow pupils with EAL to have equal access to a broad and balanced curriculum with continuity and progression.
- To equip pupils with EAL with the knowledge, skills and understanding required to participate fully in all aspects of school life, while maintaining their own cultural identity.

This policy should be read in conjunction with other related policies in school. These include

- Behaviour Management Policy
- New Arrivals Policy
- Teaching and Learning
- Assessment
- Special Educational Needs and Disability

#### **4. Assessment**

4.1. Assessment of new arrivals begins at the admission interview. Information about the pupil's ethnicity, religion, first language, home language, family background and prior educational experience is obtained.

4.2 Children admitted to school after the Reception Class will have access to a New Arrivals Group, 'Sunbeams'. Children who join a Reception class in the summer term will also have access to the 'Sunbeams' group.

4.3. Each new arrival with EAL will have an individual profile, which can be used to assess, set targets and plan suitable learning challenges.

4.4. The initial assessment of all new bilingual pupils should be carried out within two weeks of entry to the school. The Inclusion Leader will arrange assessments for those at the earliest stages of English and class teachers will assess other EAL pupils.

4.5 The Inclusion Leader will collate the assessments of bilingual pupils and then prioritise the support given, according to those assessments. Pupils at Bell Foundation bands A and B have priority.

4.6 Language Proficiency codes for all pupils with EAL (A-F) will be recorded by the school even though it is no longer a DFE requirement. Class teachers will continue to assess pupils with EAL on an ongoing basis, using the Bell Foundation Assessment Framework. This should be recorded on the pupil's individual profile tracker.

#### **5. Planning**

5.1. Subject leaders will consider the needs of pupils with EAL when devising schemes of work and purchasing resources.

5.2. All class teachers will ensure that work is planned to meet the needs of EAL pupils – evidence of this will be shown on planning.

5.3. Plans will allow opportunities for meaningful speaking and listening activities and support English acquisition.

5.4. The EAL Lead and /or members of the Senior Leadership Team (SLT) will monitor planning on a regular basis to ensure that the needs of pupils with EAL are being met.

## **6. Teaching and Learning**

6.1. Children with EAL should be grouped by ability and not solely by language needs.

6.2. Teachers will use strategies which support learners with EAL. These may include:

- Visual support.
- Context embedded activities.
- Use of culturally relevant resources and displays.
- Multi – sensory activities.
- Pre-teaching vocabulary.
- Explicit teaching of grammar.
- Use of I.C.T.
- Implementation of National Strategy publications. (See Appendix 1)

6.3. There will be occasions where pupils are withdrawn for more focused support, particularly for older pupils in the early stages of language acquisition. When planning such support, consideration will be given to pupils' entitlement to a broad and balanced curriculum.

6.4 Advanced bilingual learners may continue to need support for language development.

## **7. Special Educational Needs.**

"A child must not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught."  
(Section 156, the Education Act, 1993)

7.1. Lack of English should not be equated with lack of knowledge, skill or understanding. Bilingual learners are no more likely to have special educational needs (SEN) than any other pupils. However, when a pupil with EAL is identified as having additional needs, they will be placed appropriately on the SEND register, following discussion with parents. External agencies will be consulted as necessary.

## **8. Record Keeping**

8.1. The EAL Leader will keep a register of all pupils with EAL, their home languages, stage of English language acquisition (using DfE codes and Bell Foundation Assessment Framework) and any additional needs e.g. Pupil Premium, SEND.

8.2. Bell Foundation Assessments will be kept by class teachers, on pupils' individual profiles trackers and on class tracking sheets.

8.3. The EAL Leader will collate statistical data relating to the achievements of pupils with EAL.

8.4 The SLT will collate statistical data regarding the comparative achievements of ethnic groups.

8.5. Members of staff supporting pupils with EAL in the class will keep brief records of progress and work covered.

## 9. Monitoring

9.1 The EAL Leader and SLT will monitor the quality of support for EAL pupils and offer guidance and support as necessary. Monitoring may include:

- Pupils' books and/ or individual profiles.
- Observation of Teaching and learning
- Assessments
- Planning scrutiny

9.2. Pupil progress meetings held half-termly, provide an opportunity to monitor the progress of all pupils including those with EAL.

## 10. Translation and interpretation

10.1. Children will be taught in English with appropriate support for their language development.

10.2. The school will endeavour to provide translated resources such as dual language books, word mats, welcome booklets and information for parents wherever it is practical to do so.

10.3. Bilingual staff employed by the school will provide interpretation for purposes such as liaising with parents and parents' consultation evenings.

10.4. On occasions, interpreters may be booked through the Local Authority service (e.g. for meetings with external agencies).

## 11. Implementation

11.1. The EAL Leader, under the guidance of the Executive Head Teacher and Head of School, will ensure that all staff implement the policy.

11.2. The EAL Leader will be involved in staff development, including curriculum planning, assessment and INSET.

11.3. The Inclusion Leader will report back to the Executive Head Teacher, Head of School, Federation Board and SLT.

We will review this policy on a yearly basis.

**Signed**.....

**M Johnstone**  
Executive Headteacher

**Date**.....

**Signed**.....

**Laraine Jones**  
Co-Chair Federation Board

**Date**.....