

# St George's C. E. Primary School



## **EAL Policy**

**Approved by: Headteacher**

**Date approved: April 2024**

**Review Date: April 2025**



## Vision Statement

### Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'EVERYONE matters, EVERYONE achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'  
Mother Teresa.

## Policy for English as an Additional Language (EAL)

This policy is a statement of our school's aims and strategies to ensure that EAL learners fulfil their potential.

### **Mission statement**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

### **Statement of aims and commitment**

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise pupil achievement.

### **Context**

In Telford and Wrekin, approximately 14% of learners are developing EAL. Between them, they speak more than 106 languages. These EAL learners come from a variety of backgrounds.

- Some are from well-established communities, while others are new to the language and culture of this country.
- Some EAL learners are isolated learners and may be the only speaker of their language in their class or school, while others belong to much larger language communities.
- Some pupils have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- They have differing levels of competence in English:
  - some pupils are new to English
  - some have developed conversational fluency, but still require support with the more academic demands of the curriculum
  - some have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support
- Some children may have experienced trauma, which will have an impact on their learning.

## **At St George's:**

- 77 pupils (8%) have EAL
- 28 different languages are spoken
- 124 pupils (22%) are from minority ethnic groups
- 8% of EAL learners qualify for Pupil Premium

## **Key principles of additional language acquisition**

- EAL learners are entitled to access the full National Curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- 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 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, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks (vocabulary, structures and textual organisation) need to be identified and included in planning.
- 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 and learning**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, structures and text types are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.

- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

### **Planning, monitoring and evaluation for EAL**

- Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

### **Special Educational Needs and Gifted and Talented Pupils**

- Most EAL learners needing additional support do not have SEN.
- Should SEN be identified, EAL learners have equal access to the school's SEN provision.
- If EAL learners are identified as more and most able, they have equal access to the school's provision.

### **Assessment and record-keeping**

- All EAL learners are entitled to assessment within the school's usual systems.
- EAL learners not operating at age-related expectations are assessed against the NASSEA EAL Assessment Framework.
- Where it is felt that factors other than EAL are impacting on learners' progress, they are assessed in their first language if possible.
- Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and analysis of language samples and through use of the Assessment Framework
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

## **Resources**

EAL learners will have access when required to appropriate materials such as dual language textbooks, dictionaries and key word lists. We recognise the value of visual support (e.g. websites, video, maps, visual timetables, ICT and story props) and build this into our planning.

While pupils are principally supported within the curriculum through quality first teaching, additional funding is used to provide additional support, both in-class and through intervention groups.

## **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- 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 school has a named member of staff with responsibility for EAL. This is currently Holly Evans (Inclusion Lead).

This staff member liaises with senior management, teaching and support colleagues, and external agencies such as the Multicultural Development Team to support the school's provision for EAL learners and their families.

Teaching and support staff receive training in appropriate strategies for working with EAL pupils.

## **12. Monitoring, review and evaluation of policy**

This policy to be reviewed in April 2025 by Holly Evans.