

# ATTAIN ACADEMY PARTNERSHIP



## English as an Additional Language Policy

For

**Bocking Primary School**



**January 2025**

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## **1. Introduction**

- 1.1 This policy sets out the academy's aims, objectives and strategies with regard to meeting the needs of EAL pupils and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.
- 1.2 In our academy, all our 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.
- 1.3 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 (EAL).
- 1.4 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.
- 1.5 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This academy recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## **2. Definition**

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision

## **3. Aims**

- 3.1 Underlying the National Curriculum is the entitlement of all children to access certain 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 academy.
- 3.2 The aim of this policy is therefore.
  - To give all pupils the opportunity to overcome any barrier to learning.
  - To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
  - To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.

- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

#### **4. Objectives**

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in class conference and curriculum meetings in order to make decisions about classroom management and curriculum planning.

#### **5. Academy / Class Ethos**

- 5.1 Our academy seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.
- 5.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The academy structure, pastoral care and overall ethos aim to help EAL pupils integrate into the academy whilst valuing diversity

#### **6. Teaching and Learning**

- 6.1 In our academy, teachers use various methods to help children who are learning English as an additional language:
- 6.1.1 Developing their spoken and written English by:
- Setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
  - Monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
  - Recognising that EAL pupils may need more time to process answers.
  - Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
  - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - 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;
  - Ensuring that there are effective opportunities for talking, and that talking is used to support writing;

- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another;

6.1.2 Ensuring their access to the curriculum and to assessment by:

- Using texts and materials that suit their ages and learning stages;
- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- Planning differentiated work for EAL pupils if necessary
- Using the home or first language where appropriate.

## **7. EAL and Inclusion**

7.1 In our academy, 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 academy follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

7.2 We do not generally withdraw children from lessons to receive EAL support. Class teachers and Learning Support Assistants (LSAs) support children within classrooms. The SEND Team liaises with the class teacher to ensure provision is in place to meet the child's linguistic needs. This may include adjustments to teaching styles or specific resources, and at times, delivering small group interventions. If necessary, LSAs are assigned to work with groups composed not entirely of EAL children.

7.3 In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

7.4 The 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 bilingual support to extend vocabulary;
- Providing opportunities for children to hear their home languages, as well as English;
- Providing a variety of writing in the children's home languages, as well as in English.

## **8. Assessment**

8.1 The pupil's needs are identified during the admissions process:

- The Admissions Officer will report / collect information about pupil's additional language needs; this will be passed to the class teachers
- A meeting with the pupil's teachers and the parent / carer begins the process of ongoing evaluation to meet the individual needs.
- Following the above, lessons will be planned appropriately.

- The class teacher is responsible for the assessment of all pupils in class. They will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the SENDCo at the end of each term.
- 8.2 The academy uses the EAL Assessment Framework for Schools to measure the English language competence of our children with EAL. The children are assessed using the DfE scale as shown in Appendix A. Their attainment and progress is recorded according to agreed academy procedures.
- 8.3 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- 8.4 In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.
- 8.5 For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.
- 8.6 The language support teacher helps children during the Key Stage 1 and Key Stage 2 assessment periods.

## **9. Responsibilities**

- 9.1 All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for speaking and listening

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them

## **9.2 Teaching Staff**

Teachers are responsible for

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Assessing and tracking progress in literacy
- Communicating EAL learners' progress to the SENCO at end of each term.
- Passing relevant information on pupils with EAL to all staff.
- Accessing training in planning, teaching and assessing EAL learners.
- Setting challenging targets for pupils learning EAL.

### 9.3 Admissions Officer

Admissions Officers are responsible for

- Obtaining, collating and distributing information on new pupils to relevant teachers. This includes:
  - Language(s) spoken at home;
  - From the previous school, information on level of English studied/used;
  - Details of curriculum at previous school.

### 9.4 Head of School

The Head of School is responsible for

- Monitoring and reviewing the EAL policy, with recommendations discussed by the Senior Leadership Team annually.
- Ensuring parents and staff are aware of the academy's EAL policy.

### 9.5 SENCO

SENDCO is responsible for

- Maintaining the EAL register
- Acting as a contact point and source of information for class teachers and support staff
- Monitoring the progress of EAL learners
- Liaising with parents and other agencies and assisting with communication between home and school, if necessary

## 10. Monitoring Pupil Progress

10.1 The monitoring of pupils' progress is shared between all teachers, learning support workers and the School SENCo

10.2 Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

## 11. Monitoring and Review

11.1 This policy is monitored by the local governing body, and will be reviewed in two years, or earlier if necessary.

## 12. Document Version Control

Version	Date Issued	Author	Update Information
2022-1	March 2022	K Ellwood	
2025-1	January 2025	K Ellwood	No changes

## APPENDIX A - DfE Proficiency in English scales

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### 4. DfE Proficiency in English scales

<b>A</b>	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>B</b>	Early Acquisition	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.
<b>C</b>	Developing Competence	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.
<b>D</b>	Competent	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.
<b>E</b>	Fluent	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.