

Reedley Primary School

EAL Policy



Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. The children of Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

1. Introduction

At Reedley Primary School, we celebrate and value the cultural and linguistic diversity of our school community. A significant proportion of our pupils have English as an Additional Language (EAL), and we are committed to ensuring that every child, regardless of their language background, has equal access to the curriculum and is supported to reach their full potential. Teachers ensure bi-lingual learners feel confident to use their home language as a tool for learning and have members of staff who are from the cultural and linguistic backgrounds of the majority of our children. Teachers provide resources which support learning, ensuring they are appropriate to children's experiences and free from cultural stereotype and bias. The curriculum reflects the life experiences, culture and language of the children and focuses on language use and development in all areas of the curriculum. The staff at Reedley and the wider pupil community value the cultural diversity brought by speakers of other languages. They take steps to ensure that pupils who speak other languages are integrated effectively into the school environment, both academically and pastorally.

2. Aims

- Ensure EAL pupils are supported to develop proficiency in English across all four strands: speaking, listening, reading, and writing.
- Promote high expectations and achievement for EAL learners.
- Recognise and value pupils' home languages and cultural identities.
- Identify, assess, and monitor the needs and progress of EAL learners effectively.
- Ensure that all staff understand and take responsibility for supporting the language development and learning of children with EAL.

3. Definition of EAL

An EAL pupil is one who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. This includes newly arrived pupils, advanced bilingual learners, and those born in the UK but from a language background other than English.

4. Roles and Responsibilities

- Headteacher: Overall responsibility for the implementation of the EAL policy and inclusion.
- EAL Leader: Manages EAL provision, staff training, assessment processes, progress tracking, and liaison with external services.
- Class Teachers: Provide inclusive teaching, differentiation, and targeted support within the classroom.
- Teaching Assistants: Deliver additional interventions and support language development.

5. Assessment of EAL Learners

Initial Assessment

All EAL pupils are assessed using the Solihull EAL Assessment Framework, which evaluates:

- Listening and Understanding
- Speaking
- Reading
- Writing

Using this guidance, class teachers record their EAL assessment on Insight Tracker using the following codes:

EAL learner
New to English (Code A)
Early Acquisition (Code B)
Developing Competence (Code C)
Competent (Code D)
Fluent (Code E)

If an EAL child starts at Reedley Primary School, the following steps and timeline is followed to ensure the relevant support is put in place within 2 weeks.

Step	Assessment	Time frame
1	EAL Leader to be notified of any new children starting school by the School Business Manager. Ensure new children have the tools to communicate using emergency words or visuals e.g. toilet, hurt, ill, help.	Immediately
2	Solihull Assessment completed Identify area of need and targets	1 week
3	Phonics assessment completed and added into a daily phonics group.	2 weeks
4	Wellcomm Assessment and added into a Wellcomm group to access the content.	2 weeks
5	Assess written language and identify support needed and put in place.	2 weeks
6	Share all of the info and what is in place for the child with EAL Leader at the end of the 2 weeks.	At the end of the 2 weeks

Ongoing Assessment

- EAL pupils' language development is reviewed termly using the Solihull framework to monitor progress in fluency and academic English.
- Observations, work samples, pupil voice, and formative assessments are used to inform updates.
- EAL pupils' assessment outcomes are recorded and tracked using Insight Tracker.

6. Tracking Progress

- EAL pupils' language proficiency levels and academic progress are tracked termly using Insight Tracker.
- Progress in English language fluency is monitored alongside curriculum achievement data to ensure early identification of underachievement.
- Data is analysed by the EAL Leader and shared with class teachers and SLT.

7. EAL Pupil Progress Meetings

- Termly EAL pupil progress meetings are held with the Headteacher, EAL Leader and class teacher.
- The meetings focus on EAL learners who are categorised as A or B using the Solihull Assessment Framework.
- The aim of the meeting is to:
 - Plan personalised support and interventions.
 - Discuss the progress of individual children.
 - Identify pupils for targeted group support or external agency referral if needed.
- Outcomes and actions from meetings are documented and reviewed in the following term.

8. Teaching and Learning

- All teachers are teachers of EAL pupils. Inclusive classroom strategies include:
 - Use of visuals, scaffolds, and a range of structured Oracy techniques
 - Dual Coding
 - Pre-teaching key vocabulary
 - Collaborative learning approaches
 - Differentiated tasks and questioning
 - Wellcomm Intervention
- Targeted EAL support may include:
 - 1000-word books (EYFS and KS1) used to spark and promote conversations and language
 - 3000-word books (KS2) used to spark and promote conversations and language
 - Emergency words
 - Small group language development sessions
 - 1:1 intervention for new arrivals
 - Role play and conversational interventions
 - Buddy systems and peer mentoring

9. Parental Engagement

- We value the role of parents and carers in supporting their child's language development.
- Key information is communicated in home languages where possible.
- Interpreters or bilingual staff are used during meetings as needed.
- EAL parents are invited to school workshops and family events to promote inclusion.

10. Staff Development

- Regular CPD is provided for staff to support inclusive classroom practice and understanding of second language acquisition.
- Training is delivered internally and through external providers where appropriate.

11. Inclusion and Equal Opportunities

- EAL pupils are fully integrated into school life and have access to the full curriculum.
- Being an EAL learner is not considered a Special Educational Need (SEN), but EAL pupils may also have additional needs requiring support from SEND services.
- Cultural and linguistic diversity is recognised and celebrated across the curriculum and wider school life.

12. Monitoring and Review

The EAL Leader will monitor implementation of the policy through:

- Review of assessment and tracking data
- Pupil and parent voice
- Professional discussions within EAL meetings
- The policy is reviewed annually in consultation with staff and governors.

Policy Author: A. Hume

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