

**WOODLANDS PRIMARY SCHOOL,
HEDGEHOGS NURSERY &
SUNBEAMS CLUB**



**ENGLISH AS AN ADDITIONAL
LANGUAGE (EAL)
POLICY**

Introduction

This policy sets out Woodlands Primary School, Hedgehogs Nursery and Sunbeams club (the school) objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

Definition

At our school we have adopted the Government's definition of EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Intent

The school has an increasing number of children joining us with English as an additional language (EAL). Our aim is to settle the children as quickly as possible into school life; to encourage them to take part in the daily routines and structures, which will help them to develop not only an understanding of the academic aspects of English, but the use of English as a tool for social interaction.

We are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. We celebrate the fact that a rising number of our children speak more than one language, and acknowledge their ability to communicate using a variety of community languages.

In our school, the teaching and learning, achievements, attitudes and wellbeing of all children are important. We encourage all children to achieve the highest possible standards and intend for children who use EAL to become proficient in the English language.

As a school we value the diversity, culture, language and heritage of all pupils. We want children and their families, who use EAL, to feel included and supported in our school community.

Implementation

Within our Hedgehogs, Squirrels and Foxes provision (EYFS) we will make observations/assessments of language in line with the EYFS framework. From Y1-Y6 children who have EAL will be assessed within the first half term of starting at our school, using The Bell Foundation's EAL assessment framework. This will be used to establish a baseline assessment of the child's English language proficiency. Children will then be given an overall English Language proficiency band from A- New to English to E- Fluent.

If a child is not fluent in English, then teachers, support staff and the EAL leader will work together to use ordinarily available provisions to support the child in accessing 'The National Curriculum' or 'Early Years Framework' and support their English language development. The progress of each child will be measured on a termly basis and analysed by teacher and EAL lead.

Teachers, support staff and the EAL lead will work together to create a personalised, termly support program for children who are not making progress in line with age related expectation. The program will set targets and outline additional support that each child needs to access for the next term. Intervention progress will be evaluated on a termly basis and updated to suit the continued needs of individual children.

Children who use EAL are immersed in our curriculum. Resources are evaluated so that they are fully inclusive, adapted to their learner's needs and facilitate language development.

Impact

Because of our early and ongoing intervention children are supported in their learning, at appropriate levels at Woodlands Primary School. Our EAL assessment and monitoring procedures facilitate the children's learning in all areas of the curriculum.

We are determined to create an inclusive culture of learning where all children are challenged in their thinking, to achieve to the best of their abilities and strive to become life-long learners. Children who use EAL enrich our school community by sharing their cultures, religions, languages and experiences of the world.

Assessment

At our school, we use The Bell Foundation's assessment framework to gather data to support the teaching and learning of children who use EAL and to enable teachers to generate targets to guide progress. Through an on-going cycle of assessment, and when necessary, individual target-setting and tailored support, learners can develop their English language skills, fully access the curriculum and fulfil their academic potential.

The Bell Foundation Framework assesses English language proficiency of EAL learners in four strands of language knowledge and use:

- ☐ Listening
- ☐ Speaking
- ☐ Reading and viewing
- ☐ Writing

English language proficiency in each strand is represented by five proficiency bands and each band has a descriptive label:

- A- New to English/Beginning
- B- Early acquisition/Emerging
- C- Developing competence/Expanding
- D- Competent/Diversifying
- E- Fluent

Each proficiency band has ten assessment descriptors. Pupils are not expected to achieve all the descriptors within a band (some may not be applicable to certain ages) and pupils may attain the descriptors in a different order to those listed.

Each child who uses EAL will have a judgement for each of the four strands and one overall judgement of their English language proficiency. Please see the example below.

Stand of language knowledge	Judgement
Listening	Band A-
Speaking	Band A
Reading and Viewing	Band A
Writing	Band A
Overall English Language Proficiency	Band A- New to English/Beginning

We will use a 'best fit' approach to give an overall English language proficiency judgement.

Teaching, learning and support

Children whose English language proficiency assessment places them in bands A- D will be monitored by teachers and Key Adults and supported by using ordinarily available provisions within the classroom. If children are not making progress in line with age-related expectation, teachers will use their assessments to set targets, outline interventions/support and list intended outcomes.

Each term the progress of learners will be reviewed, children will be re- assessed and then new targets/ interventions will be planned for the following term when necessary.

Supporting the EAL Policy

All teachers and key adults will need to consider the language demands of the curriculum and plan how they can support pupils to overcome their individual barriers to learning.

In medium term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers
- By 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
- 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

Responsibilities Of The Admin Team

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home
- Details of curriculum at previous school

EAL leader

- Monitor the progress of EAL learners through existing Literacy/subject monitoring
- Provide support and advice to class teachers

Teachers

- All involved in teaching EAL learners liaise regularly with their team, EAL leader and pastoral team
- Teachers communicate all EAL learners' progress to the EAL leader at end of each-term
- Relevant information on pupils with EAL is shared with parents and carers
- Training in planning, teaching and assessing EAL learners is accessed
- Challenging targets for pupils learning EAL are set and met
- Are knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of

resources and use of resources and pupil grouping

Policy review

This policy is reviewed annually by the EAL leader.

The scheduled review date for this policy is September 2027