



# English as an Additional Language Policy (EAL)

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### 1. Introduction

The term EAL means ‘English as an Additional Language’ and includes those children for whom English is not the first language learned and children who are bilingual. These children could be some of our most vulnerable pupils in our schools, so we pay close attention to their needs, development and provision at all times.

### 2. Aims and Commitments

The Trust’s main aims are:

- To create a welcoming and supportive environment that will encourage EAL pupils to participate fully in all of school life.
- To develop the speaking/listening and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- To value and respect the cultural identity of EAL pupils and use these to enrich the learning of all pupils.
- To encourage bilingualism and to support students to maintain and develop their home language.

### 3. Equal Opportunities

EAL pupils are entitled access to the full curriculum. We value and respect the cultural identities and experiences of all pupils, and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child’s home language is an essential part of the child’s linguistic development. Should PRIs (Prejudiced Related Incidents) occur, they will be monitored, recorded and reported.

### 4. Admissions

On admission, information is requested about the child’s linguistic background. New EAL pupils are referred to the Senior Leadership member with responsibility for EAL who, in conjunction with the REMA consultant and EAL coordinator, carries out an initial linguistic assessment of the pupil. This is to determine their previous educational background, stage of English language proficiency and suggested strategies for teachers.

### 5. The role of the Senior Leader with responsibility for EAL:

- To maintain the EAL register.
- To act as a contact point and source of information for the EAL service.

- To attend relevant INSET and feed back to staff.
- To be responsible for resources.
- To act as a contact point for class teachers.
- To arrange an initial assessment of the pupil's language development.
- To communicate with class teachers on a termly basis to agree on a focus for each supported EAL pupil.
- To review each terms' work and feed back to the class teacher.
- To liaise with parents and other agencies and assist with communication between home and school to ensure parents and families are welcomed, encouraged and supported to become involved in the life of the school.

## 6. Teaching

Teachers will have high expectations of EAL students and provide additional English language teaching through activities specific to the individual child's needs. Teaching will usually take place within the classroom, although sometimes children will be withdrawn for group or 1:1 activities. Classroom activities will be adapted by task, scaffolding, resources, and adult support.

Group work will be used often to develop the social skills of EAL children through interaction and the use of good role models.

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model.

Where setting is used EAL students will be placed in subject sets according to ability, regardless of English proficiency.

## 7. Resources

The teaching staff are the fundamental resource for raising the achievement of EAL learners. Resources can be purchased from the EAL budget to help support pupils within the learning environment (e.g. dual language resources, dictionaries, IT programmes).

## 8. Planning, Assessment and Record keeping

EAL students will be assessed using the DfES proficiency codes, soon after admission to the school, and progress is tracked to ensure the prioritising of students needing support. For details of assessment/tracking code descriptors see: [www.bell-foundation.org.uk/ealprogramme/teaching-resources/eal-assessment-framework](http://www.bell-foundation.org.uk/ealprogramme/teaching-resources/eal-assessment-framework).

Progress is monitored by English teaching staff and the Senior Leadership member with responsibility for EAL in liaison with EAL coordinator and REMA consultant.

Assessment of EAL children will be in accordance with the school's assessment timetable.