



BERRYBROOK PRIMARY EAL POLICY

Document Control Table

Title	Berrybrook Primary EAL Policy
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Date Approved	22 nd October 2024
Approved By Name	Andy Fisher (Chair of Governors)
Next Review Date	September 2024

Document History

Date	Author	Note of Revisions
20.7.2020	EP	Pg. 2 - Amended number of Pupils with EAL.
20.7.2020	EP	Pg. 2 - Amended number of languages in school.
20.7.2020	EP	Pg. 2 - Amended number of new arrivals to school.
20.7.2020	EP	Pg. 3 – Amended wording to ‘pupils with EAL’.
22.7.2021	AS	Pg. 2 - Updated School context
1.9.2022	AS	Pg. 2 - Updated School context
24.08.2023	AS	Pg. 2 - Updated School context Pg. 3 – ‘Gifted and Talented’ changed to ‘Greater Depth’ and ‘assessed as working at Greater Depth’
10.9.24	KP	Pg 2 – Included introduction and aims
10.9.2024	KP	Pg 2 - Removed number of children in school with EAL as this will change frequently across the year
10.9.24	KP	Pg 2 – Included curriculum intent
10.9.24	KP	Pg 3 – Included responsibilities
10.9.24	KP	Pg 5– Updated school context and assessment
10.9.24	KP	Pg 6 – Updated pupils with SEND section

Introduction

The term EAL is used when referring to pupils where the language spoken at home is not English. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils. In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued and we encourage and support all of our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children in their home language. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

Aims

The National Curriculum secures entitlement for all children to all areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010 and at Perry Hall Primary School we endeavour to:

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Help EAL pupils become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- Encourage and enable parental support in improving children's attainment.
- Be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- Monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- Maintain pupil's self-esteem and confidence by acknowledging and giving status to skills in their own languages (e.g. through displays and word mats).

Curriculum Intent

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. Many pupils arrive at school already speaking more than one language, with English being their second, third or fourth language. This linguistic diversity is accompanied by pupils' diversity in prior exposure to English; prior experiences of schooling, their length of residence in England and their social circumstances. Official figures show a

marked increase over the last two decades in the number of pupils who use English as an Additional Language (EAL). There are more than 1.7 million pupils who use EAL in maintained schools in England. This makes pupils who use EAL a key characteristic of student bodies in many schools. Furthermore, if a pupil is identified as using EAL when they start school at 3-5 years old, they will continue be recorded as an EAL user throughout their education and their life.

Bell Foundation (2024)

There is no specific EAL curriculum, instead the DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

DfE National Curriculum (2014)

The Teachers' Standards (updated in 2021) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils." Learners who use EAL are mentioned specifically in Section 5: 'Adapt teaching to respond to the strengths and needs of all pupils', but there is relevance to teaching and learning for EAL learners throughout the standards.

Standard 5 states that teachers should:

...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Key Responsibilities

All staff have a responsibility to make sure EAL pupils are successfully integrated into all aspects of the school day. The headteacher and governing body will have overall responsibility for the implementation of this policy.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.

- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

All staff members will be responsible for:

- Conducting initial assessments of all new EAL pupils.
- Set targets from the initial assessments and use as effective intervention strategies.
- Ensure all EAL pupils can access teaching and learning across the curriculum with the use of carefully selected interventions.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.
- Encouraging and supporting pupils to maintain and develop their first language.
- Developing relationships between the school and parents of pupils with EAL.

Teaching and Learning

Teachers and Teaching Assistants have high expectations of all pupils. We understand that pupils who are learning English as another Language are no exception and in most cases that their cognitive ability is in advance of their spoken English.

All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning. We also encourage the use of pupils' home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles. We adhere to achieve the following in all lessons across the curriculum:

Teaching Strategies

- 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, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening. Pupils have access to effective staff and peer models of spoken language.

- Additional visual support is provided, e.g. dual coding, widget, 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.
- When appropriate the withdrawal of pupils with EAL from a mainstream class will be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Pupils with EAL who have SEND needs are assessed in their home language where possible to check whether it's SEND or they are still acquiring English.

School context

At Berrybrook Primary School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school.
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Build partnerships with parents as an essential element of working with newly arrived children.

All pupils need to feel, safe, settled, accepted and valued in order to learn and develop here at Berrybrook Primary school. For pupils learning English as an additional language, this includes recognising and valuing their home language and background, making sure that all pupils feel welcome and ensuring the pupils and their families from minority ethnic backgrounds have the same access to information and support as all other pupils and parents. As a school, we are aware that bilingualism is an asset and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum and education against racism and promoting language awareness.

- Number of Languages spoken in school: 12
- Main languages spoken: English
- Number of new arrivals/refugees admitted during the past two years: 1
- On entry, the following information is gathered:
- Pupil's linguistic background and competence in other language/s
- Pupil's previous educational experience

- Family and biographical background.

Key Principles

- 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, also to support their learning.
- 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 deeper and more detailed, and can require continuing support for a number of years. Pupils do not stop being EAL.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- EAL pupils are entitled to the Early Years Foundation Stage statutory Framework and the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- 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.

Assessment

- All EAL pupils are entitled to assessments as required and are assessed at the same time as other children are.
- All new arrivals will be given an initial language assessment (ILA).
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition as some children need longer settling in time and remain in the 'silent period' longer than other pupils.
- Subsequent targets set for EAL pupils from their assessments will be appropriate, challenging and reviewed on a regular basis. Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Teachers will make sure that they support EAL children by making sure their lessons are inclusive.

Planning, Monitoring and Evaluation

- Targets for pupils with EAL are appropriate, challenging and reviewed on a regular basis.
- Planning for pupils with EAL incorporates both curriculum and EAL specific objectives. Teachers make sure that they support pupils with EAL.

- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, our staff take account of the linguistic, cultural and religious backgrounds of families.

Pupils with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school. A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage

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 visuals; translators and interpreters, apps and software, where appropriate and available, to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of pupils with EAL 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.