

Chalk Ridge Primary School

English as an Additional Language (EAL) POLICY



Agreed and adopted: October 2022 (written by EAL Lead and EMTAS support)

Reviewed July 2023

Next review: July 2025

Our Values and Vision for EAL

This policy should be read in conjunction with the school's policies for Teaching and Learning policy, Inclusion and SEND policy and Safeguarding policy.

Our vision is to provide an inclusive and engaging education for all EAL pupils, which considers individual needs as a learner and supports acquisition of English. Children will have a pride in their sense of self and their position in the school community.

Everyone at Chalk Ridge Primary School has the right to the very best education and all EAL pupils are given the opportunity to fulfil their true potential. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool. Equally, we acknowledge that it is important to ensure we fully understand our EAL learners, their diversity and their language development and continue to ensure ongoing discussion with our school community. We take a whole school approach, including following education against racism.

Policy Aims

At Chalk Ridge Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their language and cultural background. The school seeks to raise the achievement, remove barriers to learning and increase curricular access for all. All children and parents with EAL are valued and respected as equal members of the school community.

All pupils need to feel safe, accepted and valued in order to learn effectively and make good progress across the curriculum. This includes recognising, valuing, and celebrating their home language and background, along with being proactive in removing barriers that stand in the way of our EAL pupils' success.

This policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of pupils who have English as an additional language; therefore, raising pupil achievement and aspirations.

At Chalk Ridge Primary School, we strive to provide EAL pupils and parents with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.

Our core aims:

- Give pupils with EAL full access to the curriculum and to extra-curricular activities including clubs, visits and trips.
- Recognise that the best place for an EAL learner to develop their skills in English is in the classroom, alongside their peers.
- Place pupils in groups according to their cognitive ability, not their level of English.
- Monitor progress in acquisition of English at least termly using an EAL-specific scale.

- In keeping with Article 30 of the UN Convention of the Rights of a Child (UNCRC), provide opportunities for pupils to use their first languages to support their learning, where possible.
- Provide additional and appropriate support to EAL pupils.
- Provide parents/carers with information and guidance on how they can support their child's learning at home.

Policy Objectives

- To support EAL pupils in their acquisition of English language skills.
- To assist EAL pupils to become fluent English speakers as quickly as possible.
- To develop staff knowledge and confidence to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.
- To develop a support network of both parent and pupil language ambassadors.

Definition

A learner of English as an additional language (EAL) is a pupil whose first language is other than English. '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).

Context

Chalk Ridge Primary School is an inclusive school which recognises and addresses the needs of EAL pupils as it recognises the diverse needs of all pupils. EAL practice and provision are monitored by the EAL Lead Coordinator, drawing upon advice, support, and training from EMTAS (Ethnic Minority and Traveller Achievement Service).

Our school's EAL population comprises of a mix of international new arrivals, who come with very little English and UK-born EAL children, many of whom may be described as more advanced learners of English as an additional language. Some may have literacy skills in their first languages whilst others may not. We believe it is important to gather as much detailed information about our EAL learners and their families as possible in order to better understand their needs and support them appropriately.

On entry to the school, pupil information is gathered in accordance with GDPR on the following:

- Pupils' linguistic background and competence in another language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

Pupils' will initially be assessed under the 5 Stage Model for Language Acquisition, followed by the Bell Foundation assessment, completed by the class teacher once a term.

Key Roles and Responsibilities

The EAL Lead Co-ordinator

They will:

- Work with the head teacher, SENCO, EAL governor and EMTAS to determine the strategic development of the EAL policy and provision in the school
- Have a day-to-day responsibility for the operation of this EAL policy and the co-ordination of the provision made to support individual EAL pupils

- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with EAL receive appropriate support and high-quality teaching
- Advise on quality first teaching approaches to support EAL pupils in class
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies other local schools with any queries regarding EAL
- Ensure the school keep the records and monitoring of all pupils with EAL up to date

The EAL Governor

They will:

- Help to raise awareness of EAL issues at governing board meetings
- Monitor the quality and effectiveness of EAL provision within the school and update the governing board on this
- Work with the Headteacher and EAL Lead Co-ordinator to determine the strategic development of the EAL policy and provision within the school
- Support the EAL Qualification to ensure the school reaches and maintains targeted standards

The Headteacher

They will:

- Work with the EAL Lead Co-ordinator and EAL governor to determine the strategic development of the EAL policy and provision within the school
- Have overall responsibility for the provision and progress of learner with EAL

Class teachers

They will:

- Be responsible for the progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the EAL lead co-ordinator to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this EAL policy

Safeguarding

Whilst EAL is not in itself an indicator of vulnerability, the school recognises that intersectional factors might disproportionately impact children/families e.g

- economic deprivation
- discrimination within the school and the wider community (bullying, racism)
- being an unaccompanied minor
- uncertainties around legal status to remain in the UK
- high mobility
- trafficking
- grooming
- radicalisation
- FGM (female genital mutilation)
- Honour-Based Abuse (HBA) (formerly Honour Based Violence, HBV)
- Forced Marriage
- Breast ironing

- possible trauma related to a pupil's status as an asylum seeker or refugee.

School staff make use of professional interpreters, when necessary, where there are safeguarding concerns about a pupil for whom English is an additional language.

The school takes steps to ensure that parents/carers understand the risks surrounding their children's online activities and know what they can do to protect them.

School staff know that there may be different cultural norms around issues such as:

- the use of physical chastisement
- leaving children at home on their own
- school attendance including absence due to illness
- quantity of home learning
- children working
- gender roles
- identification of SEND

and that they may need to offer guidance to parents/carers and school staff, including the legalities and possible consequences in the UK.

Assessment

All EAL pupils are assessed in line with Chalk Ridge Primary School's assessment procedures. Staff have the opportunity to discuss pupil's progress, needs and targets via the EAL lead co-ordinator and with senior leaders. Progress in the acquisition of English is regularly assessed and monitored. Children who are not at age related expectations and not making progress through the 5 Stages of Language Acquisition model are closely monitored to determine if there are underlying needs which are causing a barrier to learning.

Newly-arrived pupils for whom English is an additional language are referred to EMTAS for profiling and support. Staff at Chalk Ridge Primary School work collaboratively with colleagues from EMTAS to ensure pupils new to our school settle quickly. A baseline in the pupil's level of English is established using an EAL-specific scale and progress through the early stages is monitored termly.

The progress in acquisition of English of more advanced EAL learners is also monitored by class teachers using an EAL-specific scale.

Staff working with EAL pupils have access to the following information:

- Assessments of pupils' first language skills
- EAL assessment
- Teacher assessment and tracking
- Individual pupil targets
- Information from parents
- Attendance and behaviour monitoring
- Information from the child's previous school or nursery

This information informs planning, resourcing and provision for our EAL learners.

Evaluating the effectiveness of EAL provision

Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Staff regularly observe, assess and record information about pupils' developing use of language. Methods of working are flexible according to the needs of individual pupils and may include:

- In-class support for individuals and small groups
- In-class support from peers, especially those who can act as good language, learning and behaviour role models
- In class first language support
- Pre-teaching/translating key words
- Developing/providing appropriate resources
- Where appropriate, support within small-group interventions involving non EAL pupils, in line with EAL good practice
- Planning shows effective use of support staff in their contribution to the progress of learners of EAL.

This will be evidenced by:

- Good leadership and management of EAL
- Good levels of participation by pupils and families in the life of the school
- Responsibility for EAL monitoring and assessment being shared by everyone
- Pupils with EAL are sufficiently challenged and supported so they make good rates of progress in their acquisition of English
- Provision takes account of pupils at the early stage of English language learning
- Provision takes account of pupils at more advanced stages of English language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- The curriculum offered is relevant and sensitive to the needs of all EAL learners
- Regular monitoring of spending on EAL, reviewing for impact
- The leadership team is fully involved in monitoring of support for EAL pupils.

Teaching Strategies and Pedagogical Approaches

The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are developed through paired work and group work. This gives children the opportunities to communicate their valuable ideas to generate enthusiasm and build confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using their topical vocabulary.

Learners of EAL are placed in their correct chronological year group within mixed groups as a matter of principle. Staff take steps to provide pupils with access to age-appropriate resources which are linguistically and culturally diverse.

Our school provides appropriate materials to support children with EAL, such as visual key word lists, videos and maps, alongside ICT apps. Displays and resources reflect linguistic and cultural diversity. Planning is differentiated according to the children's previous education and knowledge and additional support may be provided to enhance basic skills.

Staff working with EAL pupils have received training, advice and guidance on how to develop and use resources including ICT to support the language development of EAL learners and to promote full access to the curriculum. The school seeks to borrow or purchase resources which reflect the linguistic and cultural diversity of its community.

Staff use support strategies to ensure curriculum access to meet pupil's needs through:

- Collaborative group work
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support e.g. posters, objects, non-verbal cues, pictures, demonstration, use of gesture, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Discussion provided before and during reading and writing activities
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum e.g. in assemblies, school clubs and from other children who are articulate in their home language and English who may be able to translate

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Education Needs be identified, EAL pupils have access to Chalk Ridge Primary School's SEND provision. Equally, EAL pupils identified as Gifted and Talented have equal access to our school's provision.

Staff Training

Staff are provided with opportunities for in-house training by the EAL lead, E-Learning modules and EMTAS on EAL to extend their knowledge and understanding and enhance their skills. A central record of training is maintained by the EAL lead co-ordinator.

The EAL lead co-ordinator will provide guidance and advice to staff when required.

This contributes to the development and dissemination of good practice and to raising the achievement of EAL learners within the school.

Home Learning

- Home learning for EAL learners is differentiated according to their level of English.
- Staff are aware of the language(s) used at home and whether the parents/carers and EAL learner are literate in them or not
- Teachers recognise the importance of the first language(s) and use home learning tasks as an opportunity to support first language development
- Tasks set are linked to classwork: revising or preparing curriculum-focused work that supports the learning in the classroom, such as translating key words for a lesson or discussing the subject in first language with parents/carers/siblings
- Home learning is regularly reviewed to ensure it keeps up with the EAL learner's progress, as well as being appropriately challenging
- Parents/carers are informed about home learning and understand what is expected
- Staff are aware of the importance of maintaining the first language(s) and this knowledge is shared with the parents (and translated/interpreted if required)
- Parents are encouraged to read to their children in their first language
- If there is no/little support at home with home learning tasks, EAL learners are supported appropriately in school.

SEND (Special educational needs and disability)

At Chalk Ridge, school staff understand the clear distinction between EAL and SEND. The school will undertake a range of assessments over time before deciding if a learner with EAL has any additional needs. Where an underlying SEND has been identified, the school will consult with the school's SENCO and EMTAS to identify and implement best practice provision. Where a learner of EAL has been identified as having an additional SEND, staff plan to meet the requirements of both sets of needs. School staff will ensure they have communicated this effectively with parents/carers, using professional interpreters where appropriate and that parents/carers know what they can do to support their child's EAL and SEND at home. The school will contact EMTAS for advice when unsure whether a pupil with EAL has SEND or not or when considering making an application for an EHCP.

Partnership with Parents

The school is aware that there may be obstacles to communication/participation for some pupils and families with EAL and knows where to seek advice and support to overcome these.

At Chalk Ridge Primary School, we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school
- Providing information to parents in a range of languages (e.g. school menus)
- Identifying linguistic, cultural and religious backgrounds of pupils and establish contact with the wider community
- Celebrating and acknowledging the achievements of EAL pupils
- Recognising and encouraging the use of first language for developing positive links between school and home
- Welcoming parents into school
- Communicating with and involving parents in their children's learning so they can help their children at home
- Promoting diversity in school.

Monitoring, review and evaluation of policy

This policy was reviewed by the EAL Coordinator in June 2023 and will be reviewed again in June 2024.

Policy Approval

Policy received and approved at the Standards and Curriculum Committee meeting, 11th October 2022.

To be reviewed by Governors: July 2025