Tutshill C of E Primary School

Woolaston Primary School

Forest Edge Federation

Governing Board

EAL Policy

Signed: _____

Chair of the Governing Board

Date: September 2024

Review: September 2025

Useful Terms:

EAL – English as an additional language - A child will be classed as EAL if it is known that a family uses and exposes their child to another language at home.
NtE - New to English – the child is proficient in another language at home and is learning English for the first time

EAL Approach Aims

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Intent

At Forest Edge Federation we aim for children to feel welcomed and supported. We want children to be immersed in the absorption of English and feel confident to converse in English.

On arrival, our main 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 our language as a social interaction.

Our priority is to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

Implementation

Bilingualism is viewed as a positive and life enriching asset and as such our school environment promotes language development through the rich use of language.

The school structure and overall ethos help EAL pupils integrate into the school whilst valuing diversity.

In addition, children will be assigned a language buddy. This is someone who can support them to feel comfortable and show them where certain things are in the school and help them understand the routines of the day. This pupil will have good expressive language.

Adapted planning is put into place to support the children across the curriculum.

Staff use support strategies to ensure curriculum access for all. These include:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- 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 clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists . Writing frames, directed activities related to texts
- Opportunities for role play

- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

Children will be sat in lessons with the higher attaining children, so they are immersed in a rich language environment.

Impact

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across the school. EAL and NtE pupils will be provided with opportunities to make progress and if they keep up with the curriculum they are deemed to make good progress.

In the Early Years, EAL and NtE children will be provided with reasonable steps to learn and play in their home language. Through a high ratio of staff to pupils, pupils have easy access to good models of speech and language and are able to work often in small groups at very regular intervals. Language is promoted at all times through various structured activities involving craft, Literacy, Numeracy as well as through many play activities where pupils have an opportunity to learn from peers and staff and to practice their own skills in informal settings.

Key Stage 1and 2.

The pupils continue to learn through general structured activities and social activities but also have specific Speaking and Listening activities.

Pupils joining the school in key stage 1 or 2 with no English will also receive extra support from a Teaching Assistant.

The pupil will also be carefully identified as EAL or SEN (which is often confused) and support given accordingly. Children should also receive pre-tutoring in key curriculum areas to support in class learning.

A pupil's peer group are also recognised as a valid source of support, particularly in subjects where language is of secondary importance to general understanding. i.e. Numeracy, P.E etc. The class teacher will also track the progress of specific EAL pupils to ensure that progress is being made and targeted interventions are working. It is also worth noting that good liaison between staff and parents is essential in order to support these pupils and also to offer support to the family e.g. available English classes for adults.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

Context

'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)

New to English

We know and recognise that it takes between 1 and 2 years for a young person to become fluent and confident in spoken English. In formal written English, we know that this takes between 5- 7 years to develop that proficiency. The best way for children to learn and develop these new skills are to be fully absorbed and integrated into a mainstream setting with a vibrant and engaging curriculum. By providing this at FVA we are enabling the child to:

- Develop oral fluency quickly
- Immediately feel part of Forest Edge Federation
- Develop language in context
- Experience their full curriculum entitlement

Where necessary we will provide opportunities for children to have additional support in a group setting and if necessary, some 1:1time to boost them while they are in the early stages of language acquisition.

New to English flow chart of actions

Key

Language Buddy – this is a child that speaks the same Home language and can support and help while the child is at early acquisition

Class Buddy - this is a child who is assigned to look after and support the new child in class and at play time

Day 1 →

- Child is assigned a language Buddy and Class Buddy.
- There is a tour of the school
- Communication cards are given to the child and shown where each area is for the communication card
- Visual timetable set up by class teacher
- Check in at the end of the day
- Record on sims where child is within the language acquisition journey

Day 7→

- Check in with class teacher – how is it going? Any concerns?
- Check in with child – if necessary with language Buddy

Day 28 →

- Check in with class teacher – how is it going? Any concerns?
- Check in with child – if necessary with language Buddy
- SENDCO to complete classroom observation of child using the Bell assessment framework and record on Sims
- Share results with class teacher

End of second academic term →

- Check in with class teacher – how is it going? Any concerns?
- Check in with child – if necessary with language Buddy
- Class teacher to complete assessment using Bell Assessment framework and record on sims

End of third term →

- Check in with class teacher – how is it going? Any concerns?
- Check in with child – if necessary with language Buddy
- If all ok, continue on normal monitoring cycle

End of third term → CONCERNS

- Is this SEND? If so begin the graduated response process
- Organise an assessment in home language to see if there is a learning need

Stages of language acquisition

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

DfE – English proficiency of pupils with English as an additional language 2020

Teaching and Learning

At Forest Edge Federation we will provide a curriculum that is rich in oral experiences and supports vocabulary development. To fully literate pupils, we will provide learning opportunities that are deliberate and planned in all subjects.

In every learning session there will be opportunities to talk and develop oral skills and grow the child's vocabulary. This is also supported by the hand signals we use throughout all learning. We allow ample opportunity for the children to practice and rehearse their newly acquired skills. There will be, where necessary, visual prompts that will be used and given to support the learner. The learning will be adapted to support that child to access the curriculum offer.

To support the development of reading we will use our already embedded reading policy where the development of reading skills is prioritised and highly organised. (the list of policies that also support this policy are listed below)

Assessment and monitoring

Pupils with EAL will receive additional support using the NELI (Nuffield Early Language Intervention) programme. The pupils will be assessed using the Oxford Education Language Screen. EAL children will be discussed in termly progress meetings. If necessary, we will begin the graduated response in the SEND procedures after following the EAL flow chart as above.