

Knightwood Primary School



English as an Additional Language (EAL) Policy

Name of School:	Knightwood Primary School
Name of Responsible Manager/Headteacher:	Emma Clark – Headteacher
Date Policy approved and adopted:	September 2024
Date Due for review:	September 2027

Rationale

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the 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 (EAL) and so to raise pupil achievement.

Aims

The school is committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Data Collection

- On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages.
- Teachers working in the Foundation Stage meet with parents/carers to gather more specific information about languages spoken or heard in the home environment.
- Teachers with support from the EAL Lead then assess the pupil's level of English to target support within the school.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors.
- Well planned lessons in appropriately organised classrooms provide the best environment for acquisition of English by children with EAL.
- We know that the bi/multilingualism of our children and staff enriches our school and our community.

- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction is made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children 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 up to ten years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued

Roles and responsibilities

- We have a named member of staff who is our EAL 'champion' who will support staff and signpost resources
- The leadership team are responsible for maintaining accurate records and monitoring achievement of EAL learners
- We have a named governor who is responsible for monitoring EAL

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning

- We include all EAL/ bilingual children fully in lessons.
- We set high expectations for pupil participation and achievement and are not reduced because the English language demand has been reduced.

- We check for pupils' understanding – ask questions, or get the child to explain what they are going to do.
- We give clear, full explanations of subject specific language
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities this is sometimes called 'pre-teaching'
- We will seek specialist EAL support for new arrivals
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Use ICT where appropriate