



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

EAL Policy

Ely St Mary's C of E Junior School

Written/reviewed by:	Rebecca Gilpin-Davies	Date:	20 th January 2023
Next review due by:	September 2026		
Related Documents:	In addition, please see: - Teaching and Learning Policy - English Policy - SEND Policy		
Approved/Ratified by	LGB March 2023		

1. Introduction and aims

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 multilingualism is a strength and that EAL pupils have a valuable contribution to make. We also recognise the importance of supporting the language development of EAL pupils and adapting planning to facilitate their engagement with learning.

2. Purpose

The aim of this policy is to set out our commitment to EAL learners to help them feel confident and support them access the curriculum and reach their potential.

3. Definition

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 (DfE Schools, Pupils and their Characteristics July 2020).

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Responsibility Excellence Spirituality Perseverance Energy Caring Tolerance

4. Objectives

At Ely St Mary's, we ensure that:

- EAL pupils receive the same opportunities for educational success as those pupils with English as a first language.
- Multilingualism is celebrated as a strength which can enrich our school and our community.
- EAL learners develop their spoken and written English to enable them to engage fully in our school community, both socially and academically.

5. Context

74 of our 285 pupils are registered as EAL (22-23). 20% of our EAL pupils are receiving Pupil Premium. A total of 26 languages are spoken in the school.

EAL pupils are outperforming non EAL pupils across all year groups in Writing, and Maths (data correct Feb 2023). EAL pupils are outperforming non EAL pupils in Reading in Years 3 and 5.

6. Teaching and learning

We are committed to ensuring that EAL pupils can engage fully in lessons and are supported and challenged to reach their potential. We ensure that:

- Teaching and learning is adapted to suit language proficiency, based on results from a termly EAL assessment using the Bell Foundation for Speaking, Listening, Reading and Writing.
- Cognitive challenge remains appropriately high for EAL pupils.
- EAL pupils are carefully paired to ensure access to high quality spoken English.
- Pupils receive explicit teaching of key vocabulary. New words are supported through dual coding (pictures are provided alongside new words).
- Pupils have access to translation software to enable them to express themselves in their first language.
- Enhanced opportunities are provided for speaking and listening, including role play and drama.
- Discussion is provided before, during and after reading and writing activities to check and support understanding.
- Primary EAL CGP workbooks are helped to support vocabulary development including consolidation at home.

7. SEND and EAL

We have clear pathways to identify pupils who have SEND needs and we provide stretch and challenge for our pupils who demonstrate a faster grasp of curriculum content. We also understand the risks of EAL pupils being over-represented in SEND groups due to language barriers. (See notes under 'assessment' below).

8. Assessment of English Proficiency

We recognise that our EAL learners have widely varying levels of English proficiency, and that knowledge of this level of proficiency is key to providing the most appropriate support. To ensure a clear understanding of a pupils' starting point, we use the EAL Assessment Framework (Bell Foundation) to identify a child's level of proficiency in English speaking, listening and reading, and to subsequently identify a pathway of progressions. These initial assessments are carried out two to three weeks after joining the school to give learners time to settle in and build confidence. This progression is then used to inform lesson planning and adaptation of activities within the classroom to an appropriate level thereafter.

The English proficiency of EAL learners is reviewed termly, using the EAL Assessment Framework (Bell Foundation), in line with the school's assessment cycle. Annually, children's proficiency level is updated centrally on our MIS system, Pupil Asset.

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Where a pupil does not make expected progress after two termly assessment cycles, they would be identified within pupil progress meetings and will be supported and monitored via an APDR and the pathway of SEND Support to identify whether there are additional factors affecting language proficiency and development.

9. Resources

- Dictionaries in first language.
- High-interest, appropriately levelled English reading books.
- Powerpoint teaching and learning slides translated into pupils' first language and printed.
- Google translate and Cyrillic script keyboard programme.
- Dual coded key words.
- Visual support
- Primary EAL CGP workbooks.