



## FAIRFIELD PRIMARY SCHOOL

# English as an Additional Language (EAL) Policy

<i>At the time of publishing, the following roles are held:</i>	
Designated Safeguarding Lead	Mr Jordan Gale
EAL Lead	Ms Helen Tucker
Designated Pastoral Care Lead	Mr Jordan Gale
Equality & Diversity Lead	Mrs Chloe Evans

Approved by	
Name:	Mr. J. Gale
Position:	Acting Headteacher
Signed:	
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## **Introduction**

At Fairfield Primary School, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with English as an Additional Language (EAL), enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through observation, assessment and monitoring, we will identify individual pupil's needs, and recognise and build on the skills they bring to school.

This Policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

At Fairfield, we recognise that all pupils need to feel safe, accepted and valued in order to learn. For pupils who are EAL, this includes recognising and valuing their home language and background. 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, British Values and promoting language awareness.

## **Aims of Policy**

This policy aims to raise awareness of the school's obligations to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who are identified as EAL and so raise pupil achievement.

We aim to achieve this by:

- providing a welcoming environment in which pupils will learn most effectively;
- providing appropriate and personalised support for all pupils with EAL;
- planning and teaching lessons using resources adapted to their needs as EAL learners;
- providing an inclusive curriculum;
- monitoring pupils' progress regularly against the language in common assessment scales;
- ensuring pupils are making progress and are able to access the school curriculum;
- supporting pupils who are at risk of under-achieving;
- celebrate pupils' achievements in class;
- ensuring EAL pupils are suitably seated to hear accurate pronunciation and articulation from staff and fellow peers.

This policy is specific to EAL but operates in conjunction with other school policies and guidelines, which will also indicate provision for EAL pupils, including the school's Teaching and Learning Policy.

## **The Role of the EAL Lead**

The EAL Lead (Ms. H. Tucker) will:

- work in conjunction with teaching staff to assess pupil's English level on joining the school;
- regularly monitor pupils' progress;
- support staff in the teaching and learning of EAL pupils;
- support staff with the assessment of EAL pupils;
- work with relevant staff in school to support the family and share updates;
- monitor EAL provision in the school.

## **What is EAL?**

EAL refers to English as an Additional Language: when a pupil speaks a home language other than English. EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has

been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'. This includes, for example:

- new arrivals from abroad who speak little or no English;
- children or young people from other countries who are in the United Kingdom (UK) for a limited time, for example if they have a parent/guardian who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages;
- young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.

Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background (Ofsted 2005).

### **Starting School or Nursery**

We follow a 'New Pupil Induction' procedure for all children joining the school or nursery (See Appendix 1), which sets out the schedule for induction, support and assessment for EAL pupils.

Every class in school from Nursery to Year 6 have appointed class buddies, who help new pupils settle into school by showing them around the buildings, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. A welcoming environment in class helps the pupil settle in quickly and all staff work with new families to ensure they are settling into school life smoothly.

The EAL Lead will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival (See Appendix 2).

### **'New Arrivals' from Overseas**

We define 'new arrivals' as children who have not had a consistent education in this country for the past year.

Nationally, a high proportion of new arrivals are identified as EAL. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum. They will be assessed following the criteria and timescales set out in Appendix 1.

### **Children Transferring from other UK Educational Settings**

Children transfer from other educational settings throughout nursery and school. Information will be sought from the previous nursery or school to support transition and settling-in following the Trust's protocol for 'Transferring Pupil and Safeguarding Information Between Schools'. This will include any relevant information or assessment relating to EAL.

Children with previous experience of UK educational settings may still be at the early stages of English language acquisition or be advance bilingual learners. They will be assessed following the criteria and timescales set out in Appendix 1.

### **Children Starting School or Nursery for the First Time**

Some EAL children have been resident in the UK for all or most of their lives. They have varied levels of English language skills from none to advance bilingual learners. EAL children starting nursery or school for the first time will be assessed following the criteria and timescales set out in Appendix 1.

## **Assessment**

New EAL children will be assessed within the first half-term of starting, regardless of their previous exposure to English. If a child is working below the expected standard for their age group, the class teacher will use the EAL Assessment Framework.

Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils' progress termly, using EYFS or National Curriculum expectations and the EAL Assessment Framework.

The procedures for assessing EAL pupils are outlined below:

- assessments will be made each term in line with the school's academic assessment timetable and inputted for analysis;
- staff have regular liaison time to discuss pupil progress, needs and targets within termly pupil progress meetings;
- progress in the acquisition of English is regularly assessed and monitored by the EAL Lead and/or class teacher;
- consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, the EAL Lead will be alerted and will make provision for an 'in depth' assessment of the pupil's home language to be made to establish whether or not the pupil is experiencing learning difficulties. The EAL Lead will then liaise with senior staff in school.

## **Planning and Teaching**

All teaching and support staff will ensure that:

- targets for EAL pupils are appropriate, challenging and reviewed on a regular basis;
- planning for EAL pupils incorporates both Curriculum and EAL specific objectives;
- they regularly observe, assess and record information about pupils' developing use of language;
- when planning the curriculum, they take account of the linguistic, cultural and religious backgrounds of families;
- they are responsible for planning tasks to ensure effective deployment of relevant support and associated scaffolds;
- 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, including both process and presentational talk, and use made of drama techniques and role play (when appropriate);
- pupils have access to effective staff and peer models of spoken language;
- additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and/or use of gesture;
- additional verbal support is provided, e.g. repetition, modelling and/or 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 etc;
- they promote an inclusive environment in class;
- pupils are encouraged to share languages with their peers and enjoy learning new words in a different language;
- they plan opportunities for an EAL child to have a pre-teach or consolidation on a 1-1 basis/ small group ratio.

## **Resources**

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. There is a designated Diversity and Equality Lead (Mrs. C. Evans), who works with senior leaders and subject leaders to ensure the curriculum is diverse.

To present positive images of such experiences, resources will include:

- dual language books in the library;
- multilingual signs and posters around the school and classrooms (where required);
- displays of languages/ vocabulary.

## **Success Criteria for this Policy**

- all pupils feel confident and happy;
- EAL pupils acquire English language skills swiftly and become confident in their use of spoken and written English;
- over time, EAL pupils achieve on a level with the monolingual pupils;
- Staff feel confident in supporting the needs of EAL pupils;
- EAL pupil data is accessible and manageable;
- EAL parents are happy to approach the school;
- the school environment reflects and celebrates the multi-lingual nature of the pupil population.

## Appendix 1

### New EAL Pupil Induction and Assessment

Identification	<p><b>Initial visit</b></p> <ul style="list-style-type: none"> <li>• Family invited to school for an initial visit</li> <li>• New pupil induction process commenced</li> <li>• Parents/guardians informed of school requirements</li> <li>• Parents and pupil are given a tour of the school and introduced to their class teacher</li> <li>• Parents/ guardians are informed of the pupil's start date</li> </ul>
Preparation	<p><b>Preparing for new pupil starting</b></p> <ul style="list-style-type: none"> <li>• Use information gained from pupil / parent visit to prepare relevant resources, to include, e.g. early language support pack (picture/word fans, basic word books, vocabulary mats) and additional support</li> <li>• Talk to the class about the arrival of a new pupil. Select pupils to be 'buddies' and ensure that they know what their responsibilities will be</li> <li>• Ensure staff are aware of new pupil and home language</li> <li>• Identify any other pupils or families with the same home language</li> <li>• Visual, personalised timetable developed for pupil (where appropriate)</li> <li>• Bilingual translating device available for classroom use (where appropriate)</li> </ul>
Initial assessment and support	<p><b>First week</b></p> <ul style="list-style-type: none"> <li>• Use 'Early Support Strategies Checklist' to plan provision for the EAL pupil (Appendix 2)</li> <li>• Initial assessment carried out at the end of the first week to assess how well the pupil is settling into school (use 'Early Success Criteria')</li> <li>• Observations of learning across the curriculum</li> </ul>
	<p><b>First month</b></p> <ul style="list-style-type: none"> <li>• 'Early Success Criteria' revisited to assess how well the pupil has settled (Appendix 2)</li> <li>• Early profile developed based on the assessment system</li> <li>• Set language targets for the learner or, if relevant, develop an individual support plan</li> <li>• Identify and implement specific interventions where appropriate, e.g. pre-teaching sessions, guided writing sessions, talking partners, etc.</li> </ul>
	<p><b>First half term</b></p> <ul style="list-style-type: none"> <li>• Discuss pupil(s) in a Pupil Progress Meeting, with consideration of the following: progress against targets, social interaction and any further support needed</li> </ul>
Assess	<p><b>On-going</b></p> <ul style="list-style-type: none"> <li>• Devise new targets (if appropriate) and plan targeted interventions to plug gaps and help children acquire language</li> <li>• If progress is being made in the expected timeframes, continue the process</li> </ul>
	<p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>• If limited or no progress has been made in the time frames, refer to the SEN process and discuss the pupil at the earliest, relevant opportunity</li> </ul>

## Appendix 2

### 2A: Success criteria for new EAL pupil

By the end of the first week the pupil is:	Yes	Not yet	By the end of the first month the pupil is:	Yes	Not yet
Relaxed and happy			Coming to school happily		
Beginning to follow some classroom routines/conventions			Relaxed and happy in school		
Familiar with arrangements for school meals			Following daily class routines		
Familiar with location/use of classrooms and toilets			Initiating contact (verbal or social) with teacher/other adults		
Beginning to interact socially with peers			Settling to task in the classroom		
Comfortable using home language in school			Playing/interacting with others at break time		

### 2B: Top tips for supporting new, EAL pupils

- Teach your class to say “hello” using the new pupil’s language and learn to say his/her name correctly
- Don’t panic - Children may have a silent period
- Plan for peer support – put in place a buddy system
- Make all communication as visual as possible including at KS2
- Have a box of materials and activities that beginners can access easily
- Provide a bilingual dictionary for pupils who are literate in their first language
- Keep activities short – don’t expect beginners to be able to sit and listen for too long
- Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books
- Group beginners with pupils with good language and behaviour models
- Understand the pressures and changes that the beginner is experiencing
- Enable beginners to maintain their first language in school and at home
- Use simple sentences or phrases to model correct language structures
- Model language rather than correct the beginner’s language
- Allow thinking time
- Enhance classroom resources (and displays- where relevant) to reflect the linguistic and cultural diversity of new arrivals
- Provide opportunities for pupils to rehearse responses orally
- Demonstrate the meaning of instructions

### 2C: Supporting newly arrived learners– A checklist for admission to school (preparing for an admission)

Who to invite:

- The child and his/her parents or guardians
- An interpreter (if needed)

What information does the family and the child need?

- The names of members of staff the child will meet in school
- Online enrolment form link
- All relevant class information, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc. (translated if required)

- Any key dates of school events, trips, holidays etc.
- Uniform and PE kit list with examples to show
- A list of any other clothing or equipment which the family is expected to provide
- Information about any support the school will put in place
- Information about any grants, benefits or assistance available
- Curriculum information
- Information about Wraparound provision
- A contact name and telephone number for the school

What information does the school need?

- The child's name and how to spell and pronounce it correctly
- Details to complete the admissions form
- Languages spoken within the family
- Language used for previous education
- Languages learned at previous school and the name and address of the previous school

## **2D: Supporting newly arrived learners– A checklist for supporting the emotional and social needs of the newly arrived pupil with EAL**

- Utilise peer support. Recruit a pair of 'buddies' and a 'circle of friends' who will help the newly arrived pupil to become familiar with the layout of the school and routines
- Teach the class to say 'hello' using the new pupil's language and learn to say his/her name correctly
- Introduce basic 'survival language' (toilet, hungry, thirsty etc.)- a few illustrated cards can be useful
- Ensure all staff (teaching and support staff) know about the needs of the new pupil
- Understand that the pupil may have a silent period of up to several months. They may seem unresponsive, but a great deal of absorption of language and learning will be going on
- Understand the pressures and changes that the beginner is experiencing e.g. 'culture shock'
- Integrate the pupil into regular school and class activities
- Participation can take many forms: don't worry if a pupil does not want to join in actively at first. Invite the pupil to join in practical activities and try to ensure they have something to do which is relevant to the lesson
- Behaviours can be culturally influenced: some pupils may avoid eye contact, smile even when they disagree, when they are being reprimanded or don't understand what you are saying; they may stand closer or further away than you or other children are accustomed to
- Recognise that there may be differences in attitudes to food, in eating styles and preferences. The child might not be used to eating with anyone outside their family
- Be sensitive about inappropriate behaviour e.g. aggression may be caused by tensions from the new situation or by previous experiences
- It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful: pupils may need regular short breaks from concentration throughout the day
- Show interest in the pupil's country of origin: give their culture recognition in any way you can
- Value, use and display first language wherever possible
- Encourage interaction with speakers of the same language in the school and at home (a secure first language reflects in any additional language learned)
- Recognise that the beginner may have a greater ability or understanding than he/she is able to demonstrate, which can be frustrating for pupil and teacher
- Maintain contact with the parents: invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England
- Emphasise our similarities and things we hold in common
- Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help