



Sacred Heart School

English as an Additional Language Policy

At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential.

This policy is applicable to all pupils, including those in EYFS.

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Introduction

This document is a statement of the aims, principles and strategies for EAL at Sacred Heart School and its implementation is the responsibility of all members of staff in our school.

Policy statement

At Sacred Heart, we believe that everyone has the right to a supportive, effective education. It is our aim to ensure that every child is supported to learn, to the best of their ability, in order to achieve their full potential.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background and the cultural richness that these experiences give them. As a school, we are aware that bilingualism/multilingualism is a tremendous asset to have and can open up a world of opportunities and we celebrate this skill that our EAL children are on the journey to achieving. We welcome the diversity within our school community and ensure that we take a whole school approach to celebrate multiculturalism through our Catholic ethos, embedded in our curriculum.

Aims

At Sacred Heart our aims are to raise awareness and to support planning, organisation, teaching and assessment procedures, including the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), thereby, raising pupil achievement and aspirations. We aim to do this by:

- Promoting equality; to be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- Celebrating diversity; to meet our responsibilities to EAL pupils by ensuring equal access to the Curriculum and the achievement of their educational potential.
- Encouraging belonging and cohesion; to provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives

The objectives of the EAL policy are to:

- Assist and support all EAL pupils in their acquisition of English language skills with the aim to becoming fluent English speakers as quickly as possible.
- Help our EAL children to immerse themselves in a new culture and language whilst feeling comfortable and supported, whilst also maintaining high expectations for our pupil's outcomes.
- Develop staff confidence and expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.

EAL pupils are entitled to the full Curriculum and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and share any experiences they feel proud of or are special to them with others in school.

Although many pupils 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.

There is also a recognition that second language acquisition is different to first language acquisition and therefore different strategies will need to be adopted for our EYFS and some KS1 children who will still be developing their knowledge and understanding of their home language in conjunction with that of English.

Inclusion

In line with our Equal Opportunities and Inclusion Policies we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Roles and Responsibilities

It is the role of the EAL lead to:

- Support teachers and provide resources for them to plan lessons that integrate curriculum content with the language learning of EAL pupils.
- Guide teachers to focus on language that is relevant to the levels of the children and relates to the topic
- Aid with assessment of EAL children and tracking of progress

The role of class teachers is to:

- Develop consistent approaches to teaching and learning in oracy and literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary and encourage the use of this
- Assess and track the progress of EAL children ensuring they are achieving their educational potential

Planning, monitoring and evaluation

Core EAL Skill Targets for EAL pupils are appropriate, challenging and reviewed on a half termly basis. The Bell Foundation's EAL assessment framework provides clear next step targets for children at various stages of their language acquisition journey.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives; when assessing the subject knowledge, proficiency in English should not be a factor as this is assessed separately.

Staff regularly observe, assess and record information about pupils' developing use of language using the assessment tracker. Staff will utilise the core strategies for teaching provided to aid them in delivering a robust curriculum for all pupils, including those with EAL.

Monitoring progress and assessing attainment

All EAL pupils are assessed formally in line with the school's assessment procedures. New children will be assessed on their proficiency in their home language and that of their English knowledge. This will then allow a clear starting point for use on the Bell Foundation assessment tracker which will recognise what stage of language acquisition each learner is at.

Staff have the opportunity to discuss pupils' progress with SLT. Progress in the acquisition of English is regularly assessed and monitored, using the Bell Foundation assessment criteria tracker as guidance. New targets are clear as pupils move through the stages of their language acquisition.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition and EYFS/KS1 children it is understood, will still be acquiring the early language skills of their home language too.