**SS John & Monica’s Catholic Primary School**

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| English as an Additional Language (EAL) Policy Published November 2024To be reviewed November 2025 |



**Our Mission Statement:**

**‘At SS John and Monica’s we learn through the example of Jesus to love, respect, understand and value each other’**

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**Contents:**

1. Introduction / Mission Statement
2. Statement of Aims and Commitment
3. Definition of EAL
4. Context / Background
5. Key Principles for Second Language Acquisition
6. EAL in the National Curriculum
7. EAL Teaching and Learning
8. Induction of newly arrived EAL pupils
9. Special Educational Needs and Disabilities, and Gifted and Talented Pupils
10. Safeguarding – Keeping Children Safe in Education
11. Monitoring and Assessment
12. Statutory Assessment
13. Resources
14. Parents/carers and the wider community
15. Key responsibilities and staff development
16. Monitoring, review and evaluation of policy
17. **Introduction / Mission Statement**

At SS John and Monica’s Catholic Primary School, we welcome children with English as an additional language and we celebrate the unique identity of each pupil. We are committed to ensuring that every child succeeds and reaches their full potential regardless of language/s used. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Our school is proud of the mixture of cultures who come together to learn at SS John and Monica’s, and so we encourage our children to be proud of their heritage and to share the language/s they know.

1. **Statement of Aims and Commitment**

Our priority is to ensure that all pupils can access a broad, balanced and relevant curriculum regardless of languages used. English is best learnt through the curriculum, and pupils with EAL are encouraged to play a full part in school life.

Through Quality First Teaching based on experiences and talk, we aim to meet the language needs of all our learners in a safe environment whilst also valuing diversity; bilingualism is viewed as a positive and life-enriching asset and we encourage this. We seek to celebrate the languages that make our school such a unique and special place.

As a school we aim to:

* Ensure all children have full access to the National Curriculum and all children access their Year group programmes of study for each subject area
* Ensure we provide a welcoming environment rooted in our Catholic ethos in which pupils will learn most effectively
* Provide targeted support to all pupils with specific identified EAL needs;
* Plan and teach lessons using learning styles most appropriate to EAL learners
* Provide an inclusive curriculum
* Monitor all pupils progress regularly using professional dialogue, O Track assessment tool and Pupil Progress Meetings
* Assess pupils in each class and set targets based on these assessments
* Ensure pupils are making progress and are able to access the school curriculum
* Support pupils who are at risk of under-achieving
* Encourage use of home language/s in an inclusive environment that celebrates diversity
* Celebrate pupil achievements in school as well as in extra-curricular activities
* Celebrate and recognise children, families and staff who have EAL

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies in order to meet the needs of pupils who are EAL. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

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1. **Definition of EAL**

The definition of EAL is any child in the school who is exposed to additional language or languages in the home other than English from an early age.

The government defines EAL learners as follows:

‘A pupil is recorded as having 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)’.

The following levels of proficiency in English are used both within the EAL Assessment Framework for School and on all teaching resources:



1. New to English

Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive. New to English learners can be described as working at band A on our EAL Assessment Framework. As a general rule, New to English learners tend to be in their first two years of learning.

Learners who are New to English (working at band A):

* Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
* Show emerging competence in basic oral expression
* Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
* Demonstrate competence in managing basic, simple and isolated phrases

Learners working at band A will require considerable support to access curriculum content.

1. Early Acquisition

Pupils in the English education system who are in the Early Acquisition stage of learning can be described as working at band B on the EAL Assessment Framework. As with New to English learners, those at the Early Acquisition stage tend to be in their first two years of learning.

Learners who are at the Early Acquisition stage (working at band B):

* Show a developing autonomy in processing speech
* Show emerging competence in the ability to respond verbally in interactions with others
* Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
* Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations

Learners working at band B will still needs a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and ‘meaning making’. At these stages fluency and building confidence is more important than accuracy.

1. Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. In the EAL Assessment Framework, these learners can be described as working at band C.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Learners who are at the Developing Competence stage (working at band C):

* Show developing independence in the use of basic listening skills needed to engage with learning
* Demonstrate emerging competence in spontaneous expression and communication
* Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
* Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Learners working at band C will require on-going EAL support to access the curriculum fully. At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

1. Competent

Pupils in the English education system who are Competent users of EAL would be described as working at band D on the EAL Assessment Framework .

Learners who are at the Competent stage (working at band D):

* Apply listening skills over an increasing range of contexts and functions
* Demonstrate competence in producing more varied and complex speech in a wider range of contexts
* Engage with curriculum related reading activities independently and productively in different subject areas
* Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
1. Fluent

Pupils in the English education system who are Fluent users of EAL would be described as working at band E on the Foundation’s EAL Assessment Framework.

Learners who are at the Fluent stage (working at band E)

* Demonstrate confidence in writing accurately and independently in a variety of genres
* Engage with curriculum-related reading activities independently and productively in different subject areas
* Show competence in fluent, creative use of spoken English
* Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

****Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

1. **Context / Background**

Our pupils come from diverse backgrounds with a wide range of language skills. SS. John and Monica’s Catholic Primary School caters for an increasing multilingual community.

* A range of languages are spoken by our children, at home around 67% of our children use English as an additional language
* There are currently around 30 additional home languages spoken by our pupils. The most prominent additional languages are Panjabi, Urdu and Arabic
* A small proportion of our pupils have arrived from other countries with limited understanding of English but the vast majority of our children are born in the UK
* 21% of pupils receive Free School Meals (national average 24.6% as of January 2024)
* 25% of pupils are classed as Pupil Premium (national average 21%)
1. **Key Principles for Second Language Acquisition**

Home language maintenance is encouraged. We know that language-learning skills are transferrable and can benefit all areas of the curriculum.

Additional language acquisistion is celebrated. As a school, we learn French in KS2, but other languages are encountered across the wider curriculum.

We consult with the Local Authority and with The Bell Foundation to ensure that we access the latest, evidence-based classroom support strategies.

1. **EAL in the National Curriculum**

There is no specific EAL curriculum, instead the DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum:

***4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.***

***4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.***

*Department for Education (September 2014): The national curriculum in England Framework document*

Therefore school do not offer specialist support for specific groups of learners but instead do the following:

1. Have high expectations of **all** learners irrespective of their backgrounds or needs
2. Give full freedom to the schools to implement the necessary measures
3. Have a high level of accountability through Ofsted and school data

**Teachers’ Standards**

The Teachers’ Standards (2012) state that it is the responsibility of all teachers to ‘adapt their teaching to the strengths and needs of all pupils’. Leaners who use EAL are mentioned specifically in Section 5, but there is relevance to teaching and learning for EAL learners throughout the standards.

Standard 5 states that teachers should:

***..have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.***

*Teachers’ Standards Guidance for school leaders, school staff and governing bodies July 2011(introduction updated June 2013)*

1. **EAL Teaching and Learning**

We aim to provide inclusive, quality teaching that enhances language development which includes:

* Highly focused lessons with focused objectives
* High expectations of pupil involvement and engagement with their learning regardless of language acquisition
* High levels of interaction and discussion for all pupils
* Extensive teacher modelling and explanation
* An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually, in pairs and in groups in order to rehearse ideas as well as reflect on their learning
* Planning strategies for supporting access to the mainstream curriculum
* Providing a coherent, structured induction programme to newly-arrived pupils which ensures that the child is welcomed and supported in getting to know their new school
* Ensuring that classroom organisation supports learners with EAL through visual aids
* Identifying and supporting children with Special Educational Needs (SEND) as well as EAL
* Identifying and supporting higher-achieving learners
* Planning for language learning across the timetable

At SS John and Monica’s we are committed to providing appropriate and personalised support for all pupils with EAL through adaptive teaching. Throughout their time at school, we provide pupils with the necessary means to access our wide and varied curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

In class all pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

We place great emphasis on ‘Talk for Writing’ and ‘Talk for Reading’ activities, which underpin the development of language for oral and written communication. Guided talk, modelling, and the use of visual stimulus is of particular benefit to our EAL learners.

At SS John and Monica’s pupils who have EAL are entitled to the full National Curriculum programmes of study.

Every child should experience:

* An access to learning that requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit;
* Support to acquire the ability to communicate on a day to day basis in English;
* Correct modelling in the use of English language;
* An acknowledgement of knowledge and skills developed in learning the first language to aid the acquisition of additional languages.
1. **Induction of newly arrived EAL pupils**

Expectations for children who are new to our school and are new to English are set out in our **Induction Pack for Newly Arrived Pupils**. This sets out the timeline for welcoming newly-arrived pupils and sets our our commitment to ensuring a thorough, friendly and personalised start to life in our school.

Parents are an important part of this induction process. We aim to support families as far as possible to learn about the school system in the UK and how SS John and Monica’s works within this. We aim to welcome parents so that they trust us to give their child/ren the best opportunities possible, whilst also ensuring excellent pastoral care. As a small, one-form entry school, we know that one of our strengths is building relationships, and we want families to feel welcomed and supported from the first point of contact.

Strategies for Working with Children New to English include:

* Additional adult support from Class Teachers or Learning Support Assistants
* Access to translators (when available)
* Language buddies
* Providing lots of hands-on experience so children can learn the new language through participating in activities that support cognitive development
* Adaptive teaching personalised to the needs of the child
* Assistive technology, e.g. to translate, provide visual support, dictate or read
* Teaching newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group
* Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations
* Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas
* Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text
* Creating a language-rich environment
* Displaying positive images of people from ethnic minorities

#### We use the following whole-school strategies to develop communication in English:

* **Self-talk**

Staff label and describe what they are doing, demonstrating how to communicate about an activity for a child to copy;

* **Parallel talk**

Teachers describe the child’s activity as they interact with him/her. The language has meaning for the child because it concerns something he/she is interested in;

* **Repeating**

Teachers listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child’s speech, and encourages the child to continue talking because it shows interest in what they have to say;

* **Restating**

When the child makes a language error, staff members repeat what they have said in a corrected form without drawing attention to the error. They model standard language in a positive, non-threatening form that facilitates communication;

* **Expanding/extending**

A natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary;

* **Modelling**

Children need to learn new language structures in meaningful contexts many times before they can use them. A way to accomplish this is for staff to model the correct language by using it in the exact way we want the pupils to use it;

* **Open-ended questions**

 Staff members ask questions which have more than one ‘right’ answer to stimulate more language use, which affirms children’s ideas and encourages creative thinking.

1. **Special Educational Needs and Disabilities (SEND)**

We know that SEND and EAL are not the same. Pupils using EAL on the register for SEND have equal access to the school’s provision.

If, after the Induction Period, staff feel that there are barriers to progress, our Special Educational Needs Co-ordiantor (SENCO) will become involved. Concern may be due to:

* Lack of or limited response
* Issues with attention and listening
* Difficulties with progress in subjects other than English
* Slow or little progress with reading
* Difficulties with writing for different purposes
* Difficulty with handwriting
* Behavioural, emotional or social difficulties

In these circumstances, our SEND Policy will apply. This can be found on our website.

Any concerns about SEND can be directed to our SENCO, Mrs Nicholls. She can be contacted through the school office.

1. **Safeguarding – Keeping Children Safe in Education**

All schools in the UK must adhere to statutory guidance issued by the Department for Education. This guidance can be found here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Children learning English as an additional language can face additional safeguarding challenges both online and offline. We aim to ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s language developing skills without further exploration.
* These children being more prone to peer group isolation due to language barriers.
* The potential for children with EAL to be disproportionally impacted by behaviours such as bullying, and communication barriers and difficulties in managing or reporting these challenges.
* Being unable to explain whatis happening and to understand the consequences of doing so.

Any reports of abuse involving children with EAL will therefore require close liaison with the designated safeguarding lead (or a deputy).

SS John and Monica’s will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Please also see our Safeguarding Policy on our website.

1. **Monitoring and Assessment**

Monitoring provision helps us to know if what we are providing is effective.

The role of the EAL co-coordinator is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

We have a ‘Monitoring Schedule’ over each academic year that scrutinises each aspect of the curriculum. For EAL provision, the EAL Co-ordinator will manage this.

**Foundation Stage**

In the Foundation Stage we assess children with EAL on entry to determine their level of English in relation to the ‘Early Learning Goals’ framework. We focus on the elements of Speaking, Listening and Attention, and Understanding. Children that are assessed at working below 30-50 months are provided with targeted support and planned opportunities to help them take part in activities that will narrow the gap in their development of these areas. We believe early intervention in Reception can reduce the time it takes for English acquisition to take place.

When assessing pupils, Reception staff use the Access to Education Birmingham EAL Assessment Profile to assess the children’s EAL levels. This tool allows staff to identify EAL levels in listening and understanding, speaking, reading and writing. This Assessment Criteria is used by staff to identify areas for development.

**Key Stage 1 and Key Stage 2**

For KS1 and KS2, the EAL Assessment Framework provided by Birmingham Local Authority is used to assess language acquisition. The EAL Toolkit supports not only initial assessments but appropriate provision for children needing extra targeted support beyond the whole class provision.

Staff use Access to Education Birmingham EAL Assessment Profile to assess any children known to have EAL who are assessed as below the year group expected standard. This assessment profile will be transferred to the next class teacher as part of our transition and updated each term.

An EAL register of the identified children and a copy of the assessment profile will be kept by the EAL Co-ordinator. These children are discussed at Pupil Progress meetings to ensure appropriate provision is in place. At this meeting, we review progress in whole-class teaching, smaller group work, and 1:1 support. Support is then planned for the following term based on our assessments.

1. **Statutory Assessment**

The statutory requirements for assessing pupils with EAL are the same as that for pupils with English as a first language. Teachers are expected to use the National Curriculum English attainment levels for the assessment of the English language development of pupils with EAL.

Many EAL learners will not require any access arrangements to be able to fulfil their potential satutory tests, whilst others may require significant support. It is important that the support put in place is matched to the needs of the individual child. There is no one-size-fits-all approach here.

If any child is unable to access a test because they are working at too low a standard to be able to score any marks (even with appropriate access arrangements in place) then they should not be entered into the test.

DfE guidance (section 6.1 of the Assessment & Reporting Arrangements) states that ‘The tests are designed for pupils who … are working at the overall standard of the tests’.

Newly-arrived children with EAL may not be entered for reading tests (and probably also grammar/ punctuation/ spelling) if their level of understanding of the English language is not yet at a stage where they can access the language of these tests.  But this might not apply to maths – if a child’s level of understanding of maths (assessed using their first language) is at an age-appropriate standard, then they are not working below the standard of the test in this subject. They should be entered into the maths test, with appropriate access arrangements where necessary.

Addition support during tests must reflect normal classroom practice to enable the child to access the curriculum and should never create an unfair advantage.

Reading tests, and the grammar, punctuation and spelling test must be conducted in the English language. No translation is permitted, except for directions or instructions that are not part of the test questions.

In the context of the maths test, there are various options that we may put in place, depending on what is most appropriate to the needs to the child and what is normal classroom practice. These could include:

* a translator who *orally translates* the questions where necessary (this scenario is counted as ‘use of a reader’)
* a translator who prepares a *written translation* of the questions where necessary
* the child *speaks*their answer in their first language and the translator writes the answer for them in English - this is counted as ‘use of a scribe’
* the child *writes*their answer in their first language and the translator provides a written translation – this is counted as ‘use of a transcript’

All access arrangements are at the discretion of the Head Teacher.

1. **Resources**

The following list of resources used is not exhaustive; we personalise learning and seek appropriate support as required:

* Support staff for pupils with EAL
* Additional Funding for staff or other resources
* Dual language dictionaries
* Dual language books and other resources
* Visual support, e.g. Widgit
* Assistive technology
* Translators where possible
* Language Buddies peer support (group children with EAL with good English speaking role models)
* Intervention small group work
* 1:1 support to personalise learning
* Online programs to support language acquisition, e.g. Flash Academy
* Parents
* Some key staff who can speak/translate to other community languages
1. **Parents/carers and the wider community**

We welcome and encourage parents to become involved in the life of the school through regular contact. This can be daily at the start and end of the day. We seek to use local translators from within the commnity where possible, and parents are encouraged to support during the early stages of induction. Parents are invited to parent consultations, Masses, assemblies, workshops, seasonal events, and ad hoc meetings as required.

1. **Key responsibilities and staff development**

All teachers are teachers of children with EAL; this is embedded in the practice of each member of staff and overseen by the Head Teacher. Provision is co-ordinated by the EAL Co-ordinator, who has responsibility for:

* Disseminating information and key messages effectively
* Representing and promoting the needs of EAL pupils
* Advising teachers about the development of EAL strategies, planning and assessment
* Actively contributing to the development, implementation, monitoring and evaluation of the EAL policy
* Keeping up to date regarding EAL ‘Good Practice’
* Developing and maintaining assessment procedures
* Auditing resources
* Preparing and updating the EAL action plan
* Carrying out lesson observations, book and planning scrutiny
* Overseeing admission and induction for Newly Arrived pupils
* Supporting staff with assessing/baselining pupil’s language and monitoring progress through analysing data
* Supporting the delivery of CPD including promoting strategies for pupils who are EAL
* Liaising with parents, staff and outside agency support
* Ensuring that the EAL pupils are integrated into classes and have full access to the curriculum
* Maintaining an up-to-date register of EAL pupils in school
1. **Monitoring, review and evaluation of policy**

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