



**English as an Additional Language Policy
St Luke and St Philip's Primary School
A Church of England Academy**



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

School Ethos

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Christian values are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



DOCUMENT PURPOSE

This policy reflects the values, philosophy and Mission Statement of St. Luke and St. Philip's Primary School, A Church of England Academy in relation to EAL. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate. It gives guidance on planning, teaching and assessment.

AUDIENCE

This document is intended to give a clear outline of the School's approach to EAL to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

As a Christian school we believe that all individuals are unique and of equal value, whatever their abilities, background, physique and experiences. At St Luke and St Philip's, excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured, under the umbrella of God's love.

The aims of the EAL policy are:-

- To promote equality of opportunity for all learners for whom English is an additional language (including those with little or no English).
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential and are able to work independently in all areas of the curriculum through targeted support and resources.

STAFFING

- All class teachers are responsible for the teaching and learning of all children where English is an additional language.
- Currently there are several bilingual members of staff and one EAL Learning Support Assistant (LSA).
- Children are supported either 1:1 or in small groups by the EAL LSA, following a specific intervention programme.
- Support throughout the school is given within the classroom following guidelines and strategies from the Bell Foundation and is placed within the context of the National Curriculum.
- Support assistants work alongside class teachers to reinforce concepts, vocabulary and practical learning, whilst being mindful of learning which is relevant to the children's home background and culture.

- Advice is sought from the EAL Lead, where necessary.

LINKS WITH PARENTS AND THE WIDER COMMUNITY

School strives to maintain positive links with our ethnic minority community through:

- Involving bilingual staff in feedback to parents and induction meetings
- Encouraging parents to communicate any worries and questions they may have through bilingual support staff if they feel unable to do so confidently in English
- Parents are able to access a translated version of newsletters and reports if necessary.
- Parents are invited into school to join an intervention session, to see the progress their child is making in speaking and understanding English.
- Culture and traditions of the varying home backgrounds are celebrated in school through the annual Culture Day celebration, the curriculum and through Multi-Faith Week. Parents and the wider community are invited into school to join with these celebrations and learning events.

SUPPORTING PUPILS WHERE ENGLISH IS AN ADDITIONAL LANGUAGE

On starting school - All staff are conscious of the fact that joining a new school can be a daunting prospect for children, but particularly so if English is not the child's first language. For children joining us with little or no English, the main emphasis is for the child to have a basic understanding of social English, giving the child the ability to communicate his or her wants and needs. This may include using bilingual cards, visual word mats, signs or actions. Where possible, the child is buddied up with another child in school who speaks the same first language. Staff are aware that some children with little or no English may not speak/speak very little during the initial stages. They might also have very different or limited experience of school, and supporting the child in having a clear understanding of the basic expectations of school is very important.

Staff are also aware that there may be differences between languages in grammatical structures, the use of pronouns, certain phonic sounds and certain words that are not found or are translated differently in different languages.

Following the Bell Foundation Assessment Framework, proficiency in English is determined. Observations will be carried out over the first two weeks by the class teacher, class LSA and the EAL LSA. Assessments will be completed during the second week, allowing the child to settle into school first. (See flowchart in **appendix A**)

Within the classroom -

The Bell Foundation Framework breaks down the child's ability into four strands -

Listening (understanding)

Speaking

Reading

Writing

Proficiency is recorded using the following criteria -

band A - New to English/beginning

band B - Early acquisition/emerging

band C - Developing confidence/expanding

band D - Competent/diversifying

This then ensures the best support possible can be provided, using the Bell Foundation Classroom Support Strategies which provides advice and strategies for each strand at each band.

Within the classroom, work will be adapted according to the child's proficiency in the four strands. If a child is working within band A, they may be given one language exercise book for all of their work, with the focus being on learning key vocabulary linked to school, the classroom, social communication and complementing the work delivered by the EAL LSA during intervention sessions. Individual subject books will be given as soon as the class teacher feels the child is ready.

Resources -

Children should be provided with a range of scaffolds to support the learning, as suggested in the Bell Foundation, such as the classroom wordmat, visuals, word banks linking to learning, oracy sentence starters and practical activities. Work can be recorded in a variety of ways e.g. annotated photographs, labelled drawings, cloze procedure and writing frames.

Computing resources are highly beneficial. These include -

Clicker Talk, Clicker Writer and Clicker Books, where work can be highly differentiated to meet individual needs, or adapted to enable the child to be fully included in the learning, depending on the child's proficiency;

Google translate - where a child is able to read in their home language;

Purple Mash, which has a selection of EAL activities as well as activities matching the curriculum;

A list of useful websites for stories, songs and activities, found in **appendix B**. These include providing opportunities for the child to enjoy stories in their home language;

CGP EAL workbooks, which provide speaking and listening opportunities linking to an ipad.

Additional intervention - Following the initial assessments, the EAL LSA will deliver EALIP sessions (English as an Additional Language Intensive Programme) three times a week for thirty minutes, either as part of a small group or individually, dependent on the child's needs. Weekly feedback is shared with the class teacher, to ensure work in class consolidates the learning in the intervention. Homework is also given, and parents invited in at varying stages of the programme to see their child's progress.

Completion of the intervention is celebrated with a certificate in Achievement Assembly.

MONITORING

The EAL Lead monitors the progress of all EAL learners through regular meetings with the EAL LSA, and through half-termly pupil progress meetings with the Headteacher and class teachers. Initial assessment data is analysed to ensure the best provision is in place for EAL learners.

Children working within band C and D may not require, or may have completed the EALIP intervention and will therefore be supported using the suggested Classroom Support Strategies from the Bell Foundation. These strategies link closely with the Voice 21 Oracy strategies and the Communication Friendly Classroom strategies suggested by Speech and Language Therapists, continuing the emphasis on vocabulary acquisition and the use of scaffolds to support this, such as sentence starters, writing frames, word banks and visuals.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

If, over time, a child is not making the expected progress during the intervention or in class, the SENCO may then request parental permission for further assessments following procedures in the SEND policy.

Every effort is made to ensure that school activities appeal equally to both boys and girls and reflect the diverse cultural backgrounds experienced by our pupils.

Children with special educational needs will be involved in all work planned and activities will be adapted for children of differing abilities.

EYFS

The Early Years Foundation Stage profile sets out the early EAL skills and knowledge as part of Communication and language, Personal, social and emotional development and Literacy, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in all subjects regardless of race, gender, intellectual and physical ability, in line with the

nine protected characteristics. Classroom management will take into account such issues and EAL materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

RECORD KEEPING, ASSESSMENT AND REPORTING

- Initial assessments are completed in line with the EAL flowchart in appendix A;
- Pre and post EALIP assessments are completed and shared with relevant staff;
- Whole class assessments for Reading, Maths and SPaG (NfER) are completed termly, at the correct stage for the child;
- Progress and attainment of all pupils is monitored every half term through pupil progress meetings between the Head teacher, Inclusion Manager and the class teacher;
- The EAL LSA shares EALIP intervention progress with class teachers on a weekly basis and it is recorded on a sheet in class;
- Parents are invited to an EALIP session to see their child's progress;
- Progress is reported to the Governing Committee termly, through the Headteacher's report.

SAFEGUARDING

Safeguarding in school feeds through the curriculum. Staff are aware that certain topics covered may prompt discussion or work in books relating to children's personal experiences and relationships. This can be particularly pertinent for children where English is an additional language, as the language barrier and different use of vocabulary needs to be taken into account. Additionally, staff need to be aware of and have an understanding that different cultures may have different expectations and traditions. This includes a high vigilance regarding potential FGM concerns. If a child discloses anything that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

COMPUTING IN THE CURRICULUM

In our school, Computing is woven through the curriculum and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). The policy is also written in accordance with the Department for Education's Legislation for safeguarding - [Working Together to Safeguard Children](#) and [Keeping Children Safe In Education](#).

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Safeguarding
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation

Policy written by: Ann Webster

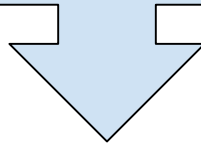
FLOWCHART FOR CHILDREN WITH ENGLISH AS AN

Agreed by Governors: _____

Next review date: July 2025

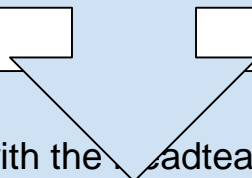
Within the first week of school, class teachers -

- Where possible, buddy the child up with another child who speaks the same language;
- If needed, give the child a class visual wordmat to enable social communication;



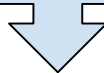
By the end of the second week in school -

- EAL LSA to observe the child in class and support the class teacher with Bell Foundation strategies, if required;
- Class teachers to have completed an arithmetic test to assess the child's understanding of number (initially start with a test from a lower year group and work up);
- In Reception and Yr1, class teachers to assess using the



Before starting school:

Following initial meetings with the leadteacher and Pupil Wellbeing



Appendix B:

Useful websites -

- <https://www.bell-foundation.org.uk/>
Assessment Framework and Classroom Strategies documents, Online training
- <https://learnenglishkids.britishcouncil.org/>
Links to stories, songs, rhymes, activities
- <https://www.bbc.co.uk/bitesize/search?q=EAL&d=BITESIZE>

EAL LSA -

Child to be involved in 3 x 30 minute EALIP sessions every week;

Communicate weekly with class teachers regarding progress and objectives focusing on;

Provide homework activities linking to the learning, including on Purple Mash;

Class teachers -

Plan activities consolidating the learning from EALIP sessions