



Lawn Primary and Nursery School

EAL (English as an Additional Language) POLICY

Policy Owner
EAL Co-Ordinator

Policy History

<i>Term 3 2021</i>	<i>Reviewed</i>
<i>Term 3 2024</i>	<i>Reviewed and updated regarding use of Bell Foundation Assessments and strategies. References to adaptation replacing references to differentiation.</i>
Statutory Guidance:	
Supporting Policies	
<i>Teaching and Learning</i>	<i>Inclusion</i>

Statement of Aims

At Lawn Primary and Nursery School, we value children as individuals and strive to encourage the highest possible attainment in their learning, social development, personal achievements, and well-being. We do this through taking account of each child's life, experiences and needs.

For those children for whom English is an additional language and for raising the achievement of minority ethnic pupils, the school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

Use English confidently and competently

Use English as a means of learning across the curriculum

Where appropriate, make use of their knowledge of other languages.

We recognise that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and acknowledge their ability to participate in the full curriculum may be in advance of their communication skills in English.

School Context

Lawn Primary and Nursery has approximately 490 pupils and can be considered a large school. The vast majority of our pupils come from White British backgrounds. The backgrounds of pupils from minority ethnic groups are varied, but each group is small. Around 21% of our pupils have English as an Additional Language. Approximately twenty-four languages are experienced at school.

The school uses the following key principles for additional language acquisition:

- ❖ Language develops best when used in purposeful contexts across the curriculum.
- ❖ Effective use of language is crucial to the teaching and learning of every subject.
- ❖ The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- ❖ Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- ❖ Teachers have a crucial role in modelling uses of language.
- ❖ The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- ❖ All pupils have entitlement to the National Curriculum.
- ❖ A distinction is made between EAL and Special Educational Needs.
- ❖ Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

- ❖ Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language, enhances subsequent acquisition of EAL.
- ❖ All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Lawn teachers use a range of strategies to help children who are learning English including building on previous experience. Good teachers will find out a way of identifying what children already know/can do, and will plan learning experiences that extend and develop that learning.

Scaffolding language and learning

Scaffolding can take place through various means:

- ❖ scaffolding by adults;
- ❖ scaffolding through planned opportunities for speaking and listening through collaborative work and encouraging the use of the whole language repertoire for learning;
- ❖ scaffolding through visual support and use of ICT.

Modeling and guiding by adults and peers

Modeling is the demonstration of key learning strategies that scaffold children's learning and take them from what they already know into new learning. This incorporates what to do, how to do it and what to say or write in order to do it. Anyone more expert than the child can provide modeling. Therefore, children who are good role models of English can model language for EAL learners in situations such as during collaborative work, as talk partners and even in the playground.

Guided talk

Guided talk is based on the concept of children being guided through a sequence of tasks and/or discussions with a focus on specific language. Speaking and listening should be one of the cornerstones of learning in any classroom. It is also a strategy that is particularly supportive of EAL learners.

It is the collaborative nature of talk that extends EAL learners' abilities, both in comprehending input and constructing output. Listening will be the primary focus for many pupils in the early stages of English acquisition. Teachers will need to ensure that children are provided with the scaffolding they require in order to attach meaning to the language they are hearing.

Planned opportunities for listening and speaking are provided in a number of ways:

- ❖ whole-class sessions for speaking and listening
- ❖ extended dialogue between adults and children
- ❖ paired talk
- ❖ guided talk
- ❖ exploratory talk in small groups

Paired talk

The use of talk or response partners encourages all the children in the class to explore ideas, opinions and planning with a designated partner. EAL learners should be paired with children who provide good role models of English. It may also be useful to pair an EAL learner with a more proficient speaker of English who also shares their language.

Collaborative learning

Collaboration, in pairs or in groups, enhances learning for all children, but there are additional benefits for children learning EAL. Collaborative learning creates a socially and linguistically supportive situation where EAL learners can engage in cognitively demanding activities.

Scaffolding through visual support and use of ICT

All children learning EAL will benefit from the use of visuals. These can take the form of pictures, objects, diagrams, mind maps, plans, writing frames and graphic organisers. Visuals can reduce the amount of language content while still retaining cognitive demand. They can also support children in constructing talk or text through providing prompts and scaffolds

Curriculum access

All children in a school follow the curricular requirements of the Early Years Foundation Stage or the National Curriculum depending upon their year group in school. Children with English as an additional language produce appropriately adapted work, not separate work.

Where possible the school will seek to follow the guidance and support of EAL specialists. It is not the intention of the school to withdraw children from lessons to receive EAL support but to generally provide language work within the classroom in a range of groupings and settings. We recognise that on occasions, EAL children will benefit from individual or small group, language focused intervention.

Assessment

Where appropriate, we make use of the '**Bell Foundation EAL Assessment Framework for Schools**'.

"The process of learning an additional language in school is not the same as early-years first language development. It is therefore very important that teachers are provided with EAL-sensitive assessment tools that can help them recognise pupil language achievements and needs.... In the research and development of this assessment framework we consciously adopted a classroom-friendly, curriculum-language integrated approach so that teachers can use the rating scales and the complementary materials for day-to-day informal assessment as well as more formal summative assessment. Many of the assessment descriptors have been formulated in such a way that they can be used by teachers from different curriculum and subject areas."

The Bell Educational Trust Limited, September 2017.

The school analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress. Where acquisition of sufficient English to access the curriculum is considered a high priority and significant barrier, pupils may be given a Language Proficiency rating for each of the four strands of language knowledge (Listening, Speaking, Reading and Viewing and Writing). The Proficiency in English scale ranges from A- New to English through to E-Fluent.

The **‘Bell Foundation Classroom Support Strategies’** document is banded A to E- corresponding to the Bands that EAL children have been assessed at. These can then be used to help EAL learners develop the levels of English proficiency needed to be successful in accessing the curriculum.

Where assessing ‘Reading and Writing’ is inappropriate, ie. EYFS and Year One, a separate assessment document will be used that focuses primarily on Speaking and Listening.

The DfE publish access arrangements every year which outline the adjustments that can be put in place to support pupils so that they can take part in the statutory assessments.

Currently, a pupil with EAL may be given additional time for mathematics. We can also prepare written or oral translations of the mathematics test to meet individual pupil’s needs. Pupils may write their responses in English or in their own language. If a pupil’s answers are not in English, a translator should make a transcript of the pupil’s answers into English after the test before the pupil leaves the test room. Alternatively, pupils may answer orally, and the translator can scribe the answers in English.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision.

Where assessment of pupil’s language ability suggests underlying learning difficulties we will endeavour to enlist the support of an EAL specialist to aid the school’s SENCo.

Checks in sight and hearing will be recommended to eliminate physical impairment. If required and the support is available, assessments will be conducted in the child’s home language.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Parents/Carers and the Wider Community

We aim to provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters wherever possible.

See Addendum to School Admissions Form which will be completed with the parents by a member of the school admin team to provide additional information for newly arrived EAL pupils.

We aim to work closely with members of the wider community to support our EAL pupils.

Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.