



St. Joseph's Catholic Primary School

English as an Additional Language (EAL) Policy

Date of Approval	11 th March 2024
Date of Next Review	March 2026
Review led by	EAL Leader
Approved by	Curriculum Committee
This policy should be read in conjunction with the following documents	Special Educational Needs and Disability (SEND) Policy Assessment Policy Behaviour Policy Teaching and Learning Policy
Notes	



MISSION STATEMENT

St Joseph's Catholic Primary School strives to promote the education and development of all our children.

Learning through the love of Jesus Christ and empowered by his example, we celebrate our uniqueness and our distinctive gifts.

Growing in our Catholic faith we have high aspirations for all.



Aim high, live and learn with Jesus, everyone welcome



English as an Additional Language (EAL) POLICY

This policy will be reviewed by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

Rationale/Aims

At St Joseph's, we are committed to giving the appropriate provision of teaching and resources to pupils for whom English is an additional language and for raising the achievement of those pupils who are at risk from underachievement. Equally, we recognise the need to challenge and stretch pupils who have English as an additional language. We will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to all areas of the curriculum and wider school life.

We aim to ensure that all EAL pupils can:

- value and share their cultural and linguistic experiences and share this expertise and knowledge within the school and its wider community.
- capitalise on "cultural capital" and share these experiences with others, both within the school and its wider community.
- be supported in accessing the curriculum, so that they will reach their full potential as a child with English as their additional or second language.
- grow in confidence and develop fluency in English, in order to be able to fulfil their full academic potential.
- have progress monitored rigorously and systematically and use such data in decisions about classroom management, curriculum planning and provision.
- build on self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.

This policy should be read in conjunction with other school policies: Assessment, Behaviour Policy, Teaching and Learning, Equal Opportunities Policy and SEND policy.

The Context of the School

St Joseph's is a Catholic Primary School with a wide catchment area. There is a growing percentage of families for whom English is an additional language.

Approximately 63% are Catholics and 24% from other faiths. 13% do not express their faith.

Currently 39% of families identify as having English as an additional language. 35 different languages are spoken at this school; including English.

St Joseph's positively identifies as having a rich and diverse cultural community. All languages are celebrated and encouraged, however English is our only language of instruction and therefore our goal is that all children achieve a level of English proficiency that enables them to access the curriculum effectively.

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 (pre-teaching) and to extension (reflection and assessment) for all pupils. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed and teachers have a crucial role in modelling the uses of language; using effective models; starting from the concrete to abstract. The focus and use of additional support is best seen as an integral part of the lesson planning stage.

All pupils have entitlement to the National Curriculum. The school applies the three principles of inclusion as identified in the National Curriculum Handbook. 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 well-developed home language and literacy in home language enhances subsequent acquisition of EAL. All languages, dialects, accents and cultures are equally valued.

At St Joseph's we aim to ask our families questions about their home language, cultural background and identity; in order to best meet the emotional, social and educational needs of their child.

See Appendix 1 – Stages of English as an Additional Language

Teaching and Learning

Teaching Assistant/s liaise with the EAL Co-ordinator.

The EAL Co-ordinator has the responsibility to:

- Assess EAL pupils on entry using appropriate assessment materials based on their level of EAL. (see bottom of policy)
- Update the EAL register.
- Set up a timetable of support.
- Liaise with class teachers re: progress of individual pupils and working out a programme of support.
- Provide resources to enable these children to access the curriculum.
- Review pupil progress alongside the classroom teacher and teaching assistant.
- Oversee the Young Interpreters scheme to provide peer support for EAL learners.
- Assess, with the class teacher, each child's acquisition of English using the levels as indicated in Appendix 1 (see bottom of the policy)
- Support liaison between school and our EAL families.

Planning and Differentiation:

The school will provide a system for teachers to share planning with support staff. Plans will identify the demands of the Early Years Foundation Stage (EYFS), National Curriculums and provide differentiated opportunities matched to individual EAL pupils' needs.

Pupils with EAL who require additional support are identified early in the EYFS and relevant Intervention groups are put in place.

Key language needs are identified and support systems are put in place to enable EAL

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pupils to fully access all areas of learning. These might be key words, stem sentences, certain patterns of grammar, uses of language or forms of text.

Literacy and Numeracy:

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the National curriculum.

Classroom activities have clear learning objectives and success criteria.

Appropriate support, groupings and resources are deployed, to ensure that EAL pupils are able to participate and thrive in lessons. Staff will review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access through:

- collaborative group work
- enhanced opportunities for speaking and listening
- targeted questioning
- peer assessment
- self-assessment
- utilising effective role models of speaking, reading and writing
- additional verbal support-repetition, alternative phrasing, peer support
- additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- availability of bilingual resources
- use of writing frames, scaffolds and prompts
- opportunities for role play
- regular verbal feedback from staff
- opportunities to focus on cultural knowledge and share experiences
- discussion before and during reading and writing activities, using preferred language if possible. (pre and post teaching)
- support for pupils' language development outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- encourage communication in home language to support learners.
- seek support from trained Young Interpreters.
- Encourage playful interventions for pupils with the same home language.

Planning, Monitoring and Evaluation

Information, where possible, is gathered on:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and cultural background

The pupils' level of English is identified with reference to Stages of English as an Additional Language (See Appendix 1) and with reference to the EYFS and National Curriculums. Staff regularly observe, assess and record information about pupils' developing use of language. This information is updated at least annually and, where further support is required, the child will be referred to EMAT (Ethnic Minority Assessment Team).

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Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for targeted intervention groups. These targets are reviewed on a regular basis.

Special Educational Needs and Disabilities (SEND) and More Academically Able and Talented Pupils

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

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.

Assessment and Record Keeping

Staff have regular liaison with the EAL Co-ordinator to discuss pupil progress, needs and targets. From assessment findings, appropriate targets are set for intervention.

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements if and when needed. This may include assessment from a trained interpreter.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses EAL pupil achievement and regularly evaluates the effectiveness of additional support provided, in terms of pupil progress.

The EAL Co-ordinator delivers staff training to teaching staff at least once a year.

Resources

Resources on which reading and writing activities may be based, are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials use images and texts that are appropriate for all pupils.

Parents / Carers and the Wider Community

We provide a welcoming 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.

The school will identify a buddy for newcomers in their initial introduction into the school.

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Young Interpreters provide support for newcomers, where appropriate.

We continue to work closely with members of the wider community to support our EAL pupils. All parents are encouraged to be involved and participate in the life of the school. A newsletter is sent out fortnightly to inform the parents about the school events. Parents are encouraged to join the Friends of School association to develop the school community. Parents with EAL are welcomed into the school to support with learning, on a voluntary basis.

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 (where available). If there are any difficulties understanding the written information, parents are encouraged to contact the school office for help and support.

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.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of EAL pupils.

Review and Evaluation of Policy

School data will include relevant information on 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 the basis for planning programmes of action and targeting time, support, interventions and resources.

Appendix 1

Stages of English as an Additional Language

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

- 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.

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

- 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 comprehensibility and building confidence is more important than accuracy.

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

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years.

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 comprehensibility remaining the aim.

- 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 may 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

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encouraged to notice key features of English and self-correct.

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

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

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

- 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.