



# EAL Policy

**Person responsible: Head teacher**  
**Ratified by the governing body: Summer 2021**  
**Date for review: Summer 2024**

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'. The signature is written in a cursive style.

**Reverend Anne-Marie Renshaw**  
**Chair of Governors**

The term EAL is used when referring to pupils whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

## **Aims**

- To give all pupils the opportunity to overcome any barrier to learning and assessment (See Inclusion Policy)
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English
- To encourage and enable parental support in improving children's attainment

## **Objectives**

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

## **Strategies**

### **School/class ethos**

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a child appears orally fluent.

## **Teaching and Learning**

Teachers will help pupils learning English as an additional language in a variety of ways:

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Provide a range of reading materials that highlight the different ways in which English is used
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Encourage children to transfer their knowledge, skills and understanding of one language to another

## **Access and support**

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- EAL pupils will be supported through various means of differentiation within lessons. If necessary, additional support will be provided by a Teaching Assistant or other adult, either within lessons or outside of lessons.
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, support will take place for a set period of time to address specific language or learning focus.

## **Foundation Stage**

In EYFS pupils learning English as an additional language will be supported by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Where possible, providing bilingual support to extend vocabulary
- Where possible, providing a variety of writing in the children's home language as well as in English
- Where possible, providing opportunities for children to hear their home languages as well as English

## **Responsibilities**

**The Head teacher will ensure that:**

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed
- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Head on the effectiveness of the above and the progress of pupils
- Monitor progress and identify learning difficulties that may be masked by EAL.

**Class/subject teacher**

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.