



EAL Policy

Summer 2022

Rationale

Southfields Primary School is committed to making good provision of teaching and learning for pupils who have English as an additional language (EAL) or are bilingual or multilingual, 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 they have equal access to and engage with our curriculum.

Aims

As a school we aim to:

- Provide a warm and welcoming environment in which pupils will learn most effectively.
- Provide appropriate support to all pupils with EAL needs.
- Ensure pupils are making good progress and are able to access the school curriculum.
- Plan and teach lessons using learning styles that are inclusive.
- Monitor pupils progress termly against the DfE English Proficiency levels using the Bell Foundation Tracker.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in the school community.
- Promote home languages across school and at home.

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 have English as an Additional Language. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Identification of EAL

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Southfields Primary School, at least 35 languages are spoken and we aim to cater for all these pupils. We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum and



we give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

At Southfields Primary school we use the Bell Foundation descriptors which assesses pupils on the scale below:

New to English (A)	<ul style="list-style-type: none">• 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
Early Acquisition (B)	<ul style="list-style-type: none">• 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
Developing Competence (C)	<ul style="list-style-type: none">• 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
Competent (D)	<ul style="list-style-type: none">• Apply listening skills over an increasing range of contexts and functions



	<ul style="list-style-type: none">• 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
Fluent (E)	<ul style="list-style-type: none">• 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

Quality first teaching

Teachers consider the needs of EAL learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies to support their learning. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative and differentiated activities. Pupils are encouraged to explore a range of learning styles and resources are prepared to reflect the needs of individuals. Pupils are encouraged to share languages with others in school.

At Southfields Primary School, we place great emphasis on paired talk, which underpins the development of language for oral and written communication. Across school, we use consistent symbols through our marking codes and in our behaviour policy. Guided talk and the use of visual stimulus is of particular benefit to our EAL learners.

A programme of intervention is in place for our new arrived pupils, and for those who speak English at a 'New to English' and 'Early Acquisition' level, to support their access to the curriculum in class. This includes a 3-week settling period for newly arrived children. These groups of children have targeted support each week using the 'BLAST' scheme which is taught by specialist EAL teaching assistants.



Monitoring, assessment and evaluation of EAL

All EAL pupils are assessed in line with the school's EAL language acquisition assessment procedures and after an initial 3 week settling period if they are new to school. Staff are encouraged to observe, monitor and support children's learning and language during this time. Progress in the acquisition of English is regularly assessed and monitored each term using the Flash Academy assessment. Consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Staff regularly observe, assess and record information about pupils' developing use of language and EAL teaching assistant interventions are set and evaluated every term. The EAL lead evaluates the progress of EAL learners across the school and plans the next steps to support pupils.

Roles and responsibilities

Inclusion Lead - Tarina Slater

EAL Lead -Rebekka Auld

EAL Lead:

The EAL Lead's role is to manage EAL provision 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. This is done by working collaboratively with teaching and support staff and overseeing specialist EAL teaching assistant's roles with EAL children and keeping an EAL register of children in school. This is overseen by the school's Inclusion lead.

To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- promote Inclusion of EAL pupils in all areas of school life
- advise teachers and teaching assistants about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- develop and maintain assessment procedures



- lead and facilitate EAL CPD
- take part in monitoring of teaching, planning and books
- be responsible for ensuring pupils are given appropriate support in and outside the classroom environment and monitors the progress of this support.
- Assisting with Newly Arrived admissions (we define new arrivals as children who have not had a consistent education in this country for the past year)
- Support class teachers and the EAL Team monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.
- Book and monitor Multilingual language assistants (MLAs)
- Support and monitor EAL specialist teaching assistants in delivering EAL interventions
- Work closely with the Ethnic Minority Achievement service (EMAS) to support pupils in school including those with refugee status.

Teaching Staff will:

- Ensure home language of all pupils and staff should be recognised and valued.
- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group New to English and Early Acquisition learners with good English-speaking role models (buddies).
- Use as many visual prompts as possible and communication friendly practices.
- Support EAL learners with planned activities to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for multisensory learning such as role play, games and visits.
- Teach Newly Arrived children useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Provide additional visual support e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Ensure classroom activities have clear language, learning objectives and success criteria, use of appropriate resources such as Flash Academy.



Southfields Primary School

• Good Learners • Accepting • Respect • Kindness

- Create a language rich environment.
- Ensure all EAL pupils are included in lessons as often as possible and receive quality first teaching from different members of staff.
- Display positive images of people from ethnic minorities.