



Supporting learners with English as an Additional Language (EAL) Policy

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 (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Vision

At Southfields, we aspire to deliver the very best educational experience for our pupils. We know that outcomes for our pupils extend beyond the academic, to include our pupils' social, emotional and personal development and to provide them with the best possible grounding as they move in to the next phase of their education. Through promoting inclusion for all, we prepare our children to contribute fully to life in modern Britain. Our talented and amazing staff are passionate at immersing our children in a wide range of experiences that draw upon our rich links with the local community. We believe wholeheartedly in developing the physical and mental wellbeing of our children and promote a culture of success for all.

Values

The school has created its own set of values which are known as 'GARK', standing for:

Good learners
Accepting
Respect
Kindness

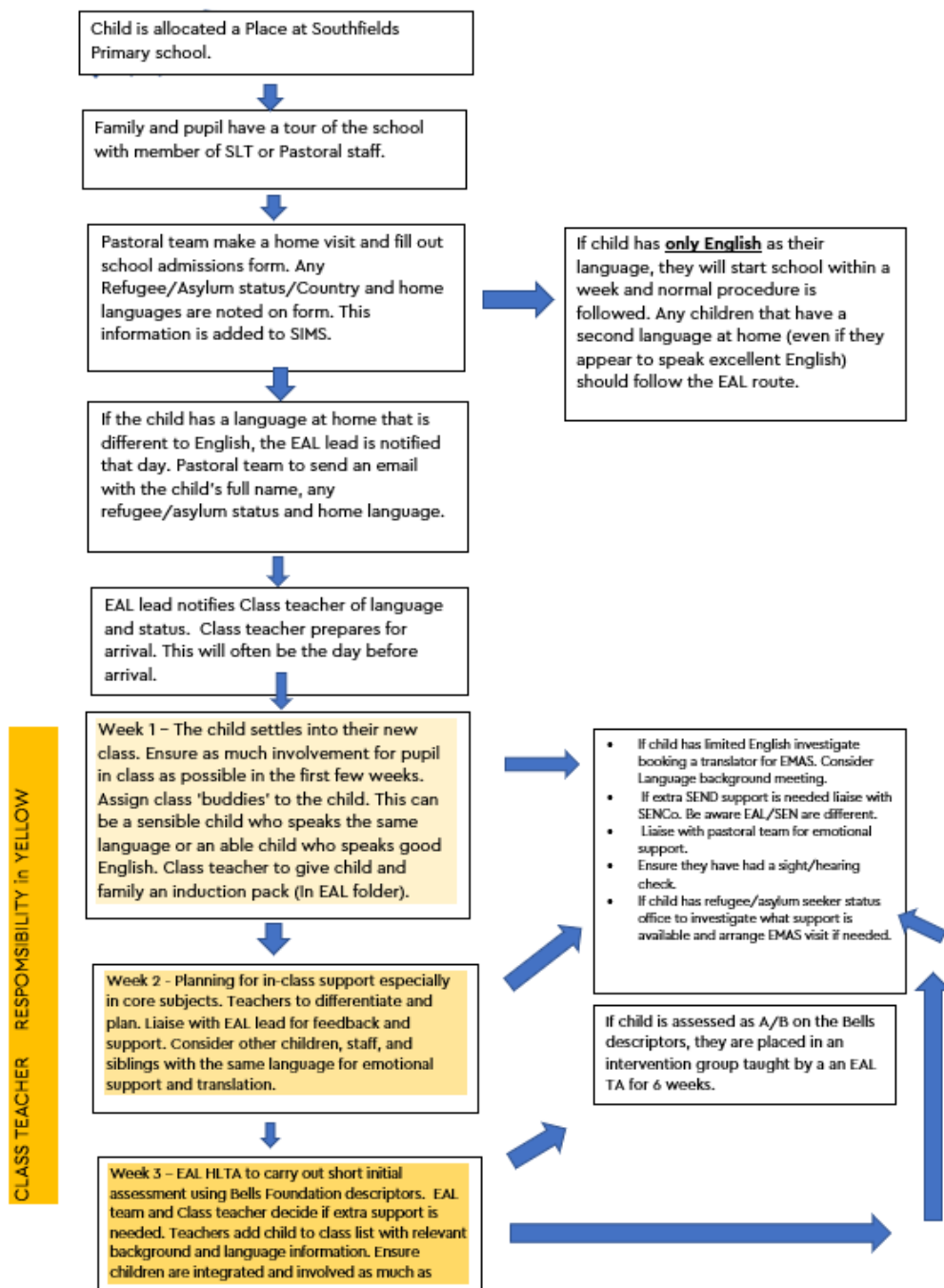
These values can be seen in practice across the whole school.

Key principles

EAL pupils are entitled to access the full National Curriculum programme and all their teachers have a responsibility for teaching English language acquisition. This policy aims to raise pupil achievement and aspirations in EAL pupils. It will support planning, organisation, teaching, assessment and the use of resources in school to meet the needs of pupils who are EAL.



Induction and entry to school



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.

Every child who has English as an additional language will have an EAL Bells descriptor assessment on Educater (the school's data management system) and it is the responsibility of the class teacher to make sure it is shared with appropriate adults in school. At termly intervals, the class teacher will assess all EAL children in class using the descriptors on Educater and then provide the EAL co-ordinator with the EAL stage for all EAL pupils in their class to update the year group EAL register.

Responsibilities

EAL specialist TAs

- To provide targeted support for all newly arrived pupils in Early Years, Key Stage One and Key Stage Two.
- To conduct weekly BLAST groups for all children that are assessed as A and B using the 'Bells' descriptors.
- To support family and admission meetings as appropriate.
- To carry out an initial assessment after a child has been in school for 2/3 weeks which will inform staff of next steps.
- To pre-teach lesson content as appropriate as directed by teaching staff.
- To Target EAL learners who are making less than expected progress (10 statements per term) under the direction of the EAL lead.
- Support EAL learners with planned activities to introduce new vocabulary and grammatical forms.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.

Class teachers

- Ensure home language of all pupils and staff are recognised and valued.
- Where possible use other pupils/ adults who use the same home language as the new arrival to help support new arrivals.
- 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.
- 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.

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 to monitor 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 in monitoring 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.

Model of English language acquisition

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Southfields Primary School, over 40 different languages are spoken and we aim to cater for all these pupils. We are committed to providing appropriate and personalized 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



	<ul style="list-style-type: none"> • 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 • 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 adapted 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 where partners are changed regularly, which underpins the development of language for oral and written communication. We have also partnered with 'Voice21' to ensure that quality oracy is taught across the school, so children build their confidence, articulacy and capacity to learn. 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.

The EAL Assessments are used by the class teacher to deliver quality first teaching so that teachers adapt learning. Teachers can liaise with the EAL co-ordinator for feedback and support.

Area	Teaching and Learning strategies
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<p>Understanding</p>	<ul style="list-style-type: none"> • Visual glossaries • Picture dictionaries • Talk partners • Word mats • Pre-teaching of texts • Modelled reading and speaking • Drama (Hot-seating/Roleplay) • Active learning • Language prompts • EAL adapted texts and sheets • Scaffolded speaking frames • Modelled reading • RWI • Key visuals in school and in teaching • DART (Directed activities related to the text) such as sentence starters, cloze, barrier games, true or false, tick sheets, ordering, sequencing) • Scaffolded sheets • Writing frames • Emotion cards • Key visuals on resources • Language buddies
<p>Abstract</p>	<ul style="list-style-type: none"> • Picture planning and pictures to support learning • Graphic organisers • Celebrating first language • Barrier games • Word matching to key visuals • Key visuals in school and in teaching • Concrete objects in the classroom • Active learning with images and words
<p>Writing</p>	<ul style="list-style-type: none"> • Picture planning and images to support • Collaborative writing • Word mats • Choice tables and questioning • Storyboards • Sentence starters

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