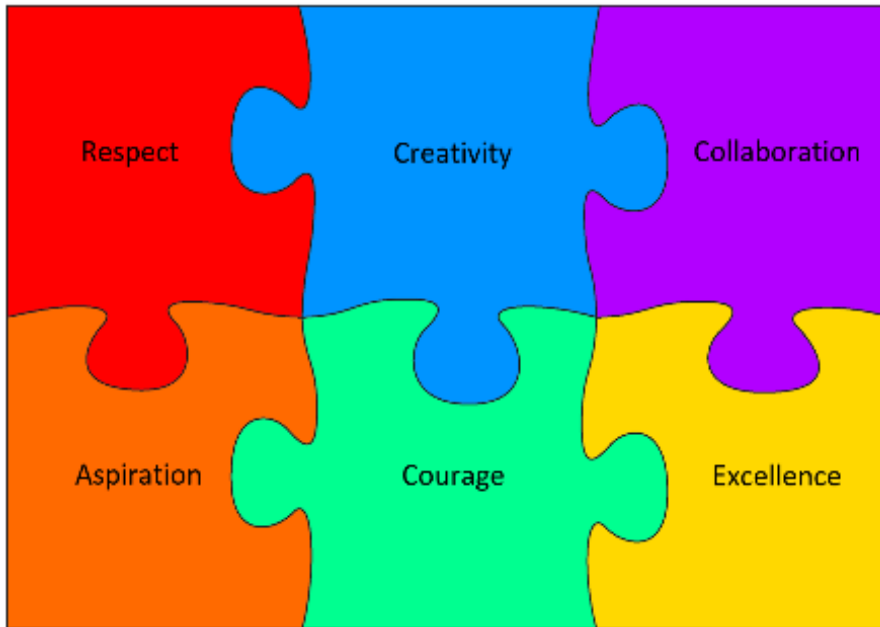# RANDLAY PRIMARY SCHOOL AND NURSERY

'Working together as one'

EAL POLICY

Date Adopted: February 2022

Review Date: February 2024

1. Introduction and mission statement

Here at Randlay Primary School and Nursery, we welcome children, their parents and carers into a friendly, happy and hardworking environment where respect for others and positive attitudes towards work and behaviour are encouraged and nurtured. Randlay Primary School and Nursery is a school where all children are valued and where all staff work hard to help every child reach his or her full potential. Children work in a very caring, stimulating school environment and respond well to the school's positive discipline policy and the school's ethos of respect for all.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole school approach, including ethos, curriculum and education against racism and promoting language awareness.

The purpose of this policy is to outline our school's approach to identifying and meeting the needs of pupils, who are classified as having English as an Additional Language (EAL). This policy sets out our school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, helping them to achieve the highest possible standards.

2. Statement of aims and commitments

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of pupils who have EAL and as such, raise pupil attainment.

The aims of Randlay Primary School and Nursery's EAL Policy are outlined below:

- All pupils, regardless of need, will be given the opportunity to overcome any barriers to learning.
- Teaching and resources that encourage language development in EAL children will be provided and planned for.
- Support for EAL children is tailored to their specific needs, and differentiated to ensure that each EAL child is given the opportunity to access the National Curriculum and make progress.
- The cultural, linguistic and educational experiences that pupils with EAL bring to the school will be welcomed and valued.
- Pupils with EAL will be supported to become more confident and fluent in speaking and listening, reading and writing in English in order to fulfil their potential.
- Records on EAL children's language proficiency are kept and updated on an annual basis.
- EAL children's needs are not confused with the needs of Special Educational Needs (SEN) children.
- Parents are encouraged and enabled to contribute towards their children's education and progress in English fluency.
- Teachers are aware of, and responsible for including, strategies in their planning that support the language development of EAL children in their classes.

3. Context

The Department for Education defines English as an additional language as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

3.1 Local authority context

In Telford and Wrekin, approximately 14% of all learners have EAL. Between them, they speak more than 100 languages. These EAL learners come from a variety of backgrounds:

- Some are from well-established communities, while others are new to the language and culture of this country.
- Some EAL learners are isolated and may be the only speaker of their language in their class or school, while others belong to much larger language communities.
- Some pupils have attended school and are literate in their home language on arrival, whereas others may have had no previous formal education.
- They have different levels of competence in English:
  - some pupils are new to English;
  - some have developed conversational fluency but still require support with the more academic demands of the curriculum;
  - some have very well-developed skills in listening, speaking, reading and writing in English and do not require additional support.
- Some children may have experienced trauma, which will have an impact on their learning.

3.2 School context

As part of our admissions process, we gather information about:

- Pupils' linguistic background and competence in other language(s);
- Pupils' previous educational experience;
- Pupils' family and biographical background.

This data has been used to gather the following information about EAL in our school (data correct as of February 2022):

- **52** pupils (14.5%) are EAL learners
- **15** languages are spoken
- **52** pupils are from minority ethnic groups
- **5** (9.6%) EAL learners qualify for Pupil Premium
- **3** (5.7%) EAL learners also have SEND

A member of staff is nominated to have responsibility for EAL. Currently this is Sophie Watton.

4. School ethos

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. Language develops best when used in purposeful contexts across an inclusive classroom and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

Pupils from all backgrounds have access to the full National Curriculum and teachers have high expectations of learners from all backgrounds, including those with English as an Additional Language with some further support provided where necessary.

Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home environment whenever possible. Knowledge and skills developed in learning a first language aid the acquisition of additional languages.

A clear distinction should be made in school between English as an Additional Language and Special Educational Needs.

4.1 Teaching and Learning

Staff can help pupils learning English as an additional language in a variety of ways:

- Classrooms are arranged to be socially and culturally inclusive.
- Teachers recognise a pupil's mother tongue, identify their strengths and boost the individual's self-esteem and enabling the pupil to become bilingual over time.
- Staff acknowledge that although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much higher and more complex, and can require continuing support for up to ten years.
- Teachers ensure that all pupils have access to the full National Curriculum with differentiated work for EAL pupils planned where necessary.
- Appropriate expectations of EAL learners are set and pupils are encouraged to contribute.
- The progress of all learners is monitored and EAL pupils are set appropriate and challenging learning objectives and targets.
- Teachers recognise that EAL pupils may need more time to process answers.
- The language demands of learning tasks (vocabulary, structures and textual organisation) need to be identified and included in planning.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Teaching and staff and peers model good language where possible.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils with EAL to participate in lessons.
- Additional visual support is provided, for example through use of posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided including repetition, modelling and peer-to-peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation from all learners.
- Where possible, learning progression moves from the concrete to the abstract.

- Discussion with an adult is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning such as through the use of talk frames and writing frames.
- Key language features of each curriculum area, e.g. key vocabulary, structures and text types, are identified. These can be pre-taught to EAL pupils to support vocabulary acquisition.
- For a full list of teaching and learning strategies to support EAL learners, please see Appendix One.

4.2 Assessment

A pupil's needs should be identified during the admissions process. The Admissions Officer will collect information about pupil's additional language needs and this will be passed to class teachers. This will be held centrally on the school's system and kept up-to-date by the EAL Co-ordinator. Where necessary, a meeting with the pupil's teacher and parents/carers will be held to support the school's efforts to meet the child's individual needs.

Teachers use EAL assessment data from Flash Academy or school summative data to inform teaching and planning. For those pupils new to English, additional language learning opportunities will be planned for. The school has a service level agreement with Telford and Wrekin Council's Multicultural Development Team, who are available to support with EAL assessments, observations and target setting.

4.3 Access and support
Depending on a pupil's language need, additional support may need to be provided by the class teacher:
- All pupils should follow the full school curriculum with opportunities provided for additional language acquisition where necessary.
- EAL pupils may be supported by a teacher or TA in the classroom to complete their work.
- Those pupils new to English will follow a 12 week language acquisition programme, devised alongside the Multicultural Development Team, which aims to support pupils' understanding of survival vocabulary. This will support and complement their learning in the classroom.
- For a full list of additional support strategies to support EAL learners, please see Appendix One.

5. Special Educational Needs & Disabilities and Gifted & Talented provision

The school identifies the distinction between EAL and SEND: most EAL learners needing additional support do not have special educational needs. Should SEND be identified, however, support will be provided by the school SENDCo and the EAL pupil will have access to the school's SEND provision.

6. Assessment and record keeping

- All EAL learners are entitled to assessment within the school's usual systems.

- The school also provides access to assessments on Flash Academy for all EAL pupils. This can be used to identify a pupil's level of need and further steps can then be taken to support them.
- In situations of those pupils new to English, an assessment may need to be completed by the Multicultural Development Team. This takes the form of the NASSEA EAL Assessment Framework. Such assessments are organised by the EAL Co-ordinator, in conversation with class teachers and support staff.
- Where it is felt that other factors, aside from EAL, are impacting on a learner's progress, they are accessed in their first language if possible through MDT.
- Progress in the acquisition of English is regularly accessed and monitored through observations, assessment, tracking and analysis of language samples.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition, for example the initial 'silent' period.

7. Resources

EAL learners have access to appropriate material, such as:

- Dual language books;
- Dictionaries;
- Key word lists and word banks (created through use of Widget);
- Visual resources, such as websites, videos, maps and visual timetables (Widget).

8. Parents/carers and the wider community

Staff strive to encourage parental and community involvement by:
- providing a welcoming induction process for newly arrived pupils and their families/carers;
- using translators and interpreters, where appropriate and available, to ensure good spoken and written communication;
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible;
- celebrating and acknowledging the achievements of EAL learners in the wider community;
- recognising and encouraging the use of first language;
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

9. Key responsibilities of EAL Co-ordinator and staff development

Randlay Primary School and Nursery's EAL Coordinator aims to work with all members of staff, parents/carers and partnership agencies to ensure that EAL provision in the school is at the highest standard possible. Responsibilities that are paramount to this objective being achieved are listed below:

- The EAL co-ordinator works with the Senior Leadership Team to monitor provision for all EAL children and evaluate its impact.
- Census and assessment data is interpreted and analysed, noting and monitoring the progress of EAL children throughout school.
- Data is used to inform priorities for action designed to raise standards and address gaps in achievement.
- The EAL co-ordinator advises on specific provision for underachieving children learning English as an additional language, including the deployment of any bilingual and other support staff as well as the organisation and design of interventions.
- The EAL Co-ordinator advises on continuing professional development centred on EAL provision for members of staff.
- Keep up to date with current developments in EAL pedagogy and practice and share this with all teaching staff;
- The needs of pupils newly arrived from overseas are met through a induction programme for new starters.
- The EAL co-ordinator liaises with parents and carers to develop profiles which inform the development of strategies to meet children's social, emotional, language and learning needs.

The staff member with responsibility for EAL liaises with senior leadership, teaching support colleagues, as well as external agencies, such as the Multicultural Development Team, to support the school's provision for EAL learners and their families.

Teaching and support staff receive training in appropriate strategies for working with EAL pupils. Recent examples of this include whole staff CPD led by MDT in Autumn 2020 and targeted development opportunities for staff working with newly arrived pupils from Afghanistan in Autumn 2021.

10. Monitoring, review and evaluation of policy

This policy will be reviewed every two years by the Headteacher and EAL lead.

The scheduled review date for this policy is February 2024.

Appendix One

Strategies for EAL learners

Learners new to English

On average, it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. At Randlay Primary School and Nursery, we aim for learners new to English to:

- immediately feel part of the school;
- develop language in context;
- experience their full curriculum entitlement.

Additional support in class and some small group teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support learners new to English:

- Provide a classroom rich in oral experiences;
- Enable pupils to draw on their existing knowledge of other language/s;
- Encourage and use bilingual support from other students and staff;
- Use translated materials and bilingual dictionaries;
- Allow students time to practice new language;
- Use visual support of all kinds (diagrams, maps, charts, pictures);
- Develop card sorting, sequencing and matching activities.

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our every day speech into formal, written texts. Pupils will learn through talk by using speaking to clarify and present ideas, using active listening to understand a topic and hypothesising, evaluating and problem solving through discussion.

Teaching strategies to develop language and literacy skills:

- Provide pre and post listening activities, such as listening frames;
- Use information gap and other collaborative activities;
- Allow students to do some assessment orally;
- Ask students to rehearse answer with partner before answering;
- Use additional adults to support discussion groups.

Reading skills

Pupils need to learn to read for meaning, particularly focusing on the more difficult skills of inference and deduction. They need to understand how subject specific texts are organised and develop their research and study skills.

Teaching strategies to develop reading skills:

- Make the purpose of reading explicit;
- Read aloud to pupils;
- Teach pupils how to find their way around text books and use index, contents, etc.;
- Show pupils how to write questions before starting research;
- Help pupils decide whether to scan or skim read or close read;
- Ask pupils to transfer information from text to diagrams;
- Encourage and show pupils how to use books in school for research and pleasure.

Writing skills

Pupils should begin to use writing to think, explore and develop ideas. They should start to structure and organise their writing by linking their ideas into paragraphs. Pupils should be developing clear and appropriate expression at sentence level.

Teaching strategies for supporting writing skills:

- Make sure pupil are clear about the purpose and audience for their writing;
- Point out the differences between speech and writing;
- Help pupils use appropriate level of formality;
- Give pupils model texts before asking them to write;
- Show pupils how to organise writing using planning frameworks;
- Support extended writing with frames and writing prompts to support ideas;
- Ask pupils to evaluate, correct and redraft their writing.