Abbey Academies Trust

Every Child Matters

POLICY

For

English as an Additional Language (EAL)

Amended

October 2016	**September 2022**	**September 2025**
March 2020	**September 2023**	
September 2021	**June 2024**	

'Striving for excellence, caring for all within a loving and caring Christian Environment.'

Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." **John Wesley**

Our mission statement:
'Striving for excellence, caring for all within a loving and caring Christian environment.'

Rationale

At our Academy, learning and achieving, attitudes and well-being are valued in all our pupils. We encourage our pupils to achieve to the best of their ability; to reach their potential by removing barriers and they are encouraged to be proud of their abilities and talents. Children learning English as an Additional Language (EAL) are no exception. To do this we need to consider the diverse needs of bilingual learners and implement a purposeful, inclusive curriculum and environment for our EAL children to maintain progress and develop new skills.

This policy supports the following rights, taken from the United Nations Convention of rights of the child (UNCRC)

- Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.
- Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.
- Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country)
- Article 22- All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country) Article 29 – Every child's education must develop their talents and abilities.
- Article 30 - all children have the right to practice their own culture, language, and religion or any you choose

‘And endurance produces character, and character produces hope’ Romans 5:4

Definition of EAL

In defining EAL we have adopted the following definition from The Department for Education:

A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, **irrespective of the child’s proficiency in English.**

Aims

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupil’s learning and success.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children’s backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children’s attainment.
- To ensure that all children’s languages cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.
- To provide effective and personalised teaching and learning through early identification of the children’s needs.

Roles and Responsibilities

It is a collective responsibility that all staff identify and attempt to remove barriers that prevent our EAL learners from succeeding and reaching their potential. Together class teachers, Year Leaders, subject leaders and SLT are responsible for assessing and monitoring EAL pupils and putting in place appropriate actions to allow all pupils to work to the best of their ability.

The EAL Leader is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work. Responsibilities include:

• Liaising with the teaching staff to identify and support pupils learning EAL.

• Support teaching staff in assessing the pupil's level of language where necessary on arrival.

• Managing and auditing resources to ensure effectiveness for class work.

• Monitoring the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.

Every class teacher has responsibility for the language development of EAL pupils.
The best progress in language learning is made when class teachers, work closely together with the co-operation of the pupils themselves and their parents/carers.

Class Teacher responsibilities include:

- Developing consistent approaches to teaching and learning to support EAL pupils
- Building an increased awareness of the existing language knowledge of each individual child
- Using a range of resources to support pupils with their understanding and comprehension suited to the pupil's age, ability, culture and level of English language acquisition.
- Using speaking and listening strategies to develop subject learning
- Planning for teaching and learning of subject-specific vocabulary
- Developing active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Creating an environment that feels safe, welcoming and stress-free
- Where possible, providing a buddy to support pupils in their first language in class, at break times and around school.

All pupils have curriculum learning needs; bilingual EAL learners also have language learning needs. Language is best learned in a meaningful context - the mainstream classroom. Bilingual EAL learners should be encouraged to use their home language in the learning environment. The richness of linguistic diversity should be celebrated through the curriculum.

Support strategies used by staff include:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- 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.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Using accessible texts and materials that support pupil's language/cultural needs e.g bilingual books/ artefacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, translators.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.
- Use of buddy system

School admission procedure for EAL children

At AAT, each EAL family meets with a member of SLT and/or EAL lead and we collate as much background information as possible, including:

• Country of origin
• Date of entry into the UK
• Previous schooling
• Pupil's first language
• Other languages spoken at home
• Religion
• Health issues
• Links with other pupils within the school.

Admission information is collated and shared with the class teacher and other relevant adults before the pupil starts school.

Accessing the curriculum and assessment

It should be recognised that bilingual EAL learners can make rapid progress in acquiring English but to be fully competent in the use of academic language for learning can take up to 10 years. The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language.

The purpose of assessment is to not only determine the pupil's level of English but will also find out the achievements across the curriculum. Therefore, the school will:

- Ensure regular assessments are carried out with adjustments made to the delivery according to the needs of each individual learner
- Outcomes of assessments will be monitored and intervention to support progress taken as required and appropriate
- Ensure that the learning needs of all bilingual EAL learners are met through daily quality first teaching
- Identify specific needs of pupils and the level of support pupils require
- Consult with parents, enlisting their support in helping their children with their learning

'I can do all things through him who strengthens me.' Philippians 4:13