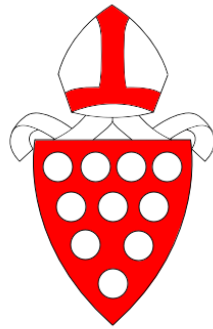# Jesson's Church of England Primary School's English as an Additional Language Policy
2024 - 2025

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfill their potential.

A member of staff is nominated to have responsibility for EAL, these are Mrs A. Smith and Mrs V. Brookes

Introduction

All pupils need to feel safe, accepted and valued 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 pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Aims of this policy

This policy aims to raise awareness of the school's procedures and to support the planning, organisation, teaching, and assessment procedures. This policy also highlights the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) to raise pupil achievement.

Context of Jesson's C of E Primary School

As a school we gather information about:

- Pupils linguistic background and competence in other language/s
- Pupils previous educational experience
- The pupil's family and biographical background

We currently have 20% of our pupils who are deemed to have English as an additional language.

Language details:

Our children have lots of different languages classified as their mother tongue language throughout school. The following languages are the most common after English:

- Urdu
- Panjabi
- Italian
- Arabic
- Romanian
- Polish
- French
- Spanish

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- 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 language and use in the school environment wherever possible.
- 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 deeper and more detailed and can require continuous support for many years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of leaning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modeling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational needs.

Assessment

- All EAL pupils are entitled to assessments as required.
- Whole school assessments consist of Salford reading tests, phonic screens as well as half termly NTS tests.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- New arrivals are initially assessed using a mixture of specialist proficiency assessments on the Flash Academy platform as well as teacher assessments using the EAL Profile of Competence
- These assessments enable the class teachers to identify focus areas. The Flash Academy proficiency assessments as well as the assessments against the EAL Profile of Competence are completed regularly until it is deemed that the pupil has reached the 'developing competence' stage of language proficiency.

- School ensures that assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is also given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, key vocabulary, uses of language and forms of text are identified.
- Enhanced opportunities are provided for speaking and listening. Pupils have access to effective staff and peer models of spoken language.
- Additional support is provided through repetition, modeling, peer support as well as practical resources and visual aids (use of Widgit).
- Use is made of collaborative activities that involves purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. writing frames etc.
- Teachers also make use of appropriate materials such as dual language stories, stories from different cultures, bilingual dictionaries, survival vocabulary fans/ flashcards and key word lists. Videos, maps, ICT, and story props give also crucial support.

School Support

The following procedures will be applied when we admit a newly arrived pupil with EAL:

- Class teachers and other staff will be aware in advance of any new arrivals to ensure that appropriate support is in place. The office will share information such as the pupil's home language as well as information about their previous schooling.
- Class teachers will ensure that they provide the new arrival will a buddy who is empathetic and supportive, this pupil will also speak the child's home language where possible.
- A baseline assessment will be carried out immediately to establish the pupil's understanding of English. This will be achieved through a mixture of Flash Academy proficiency assessments and a teacher assessment against the EAL Profile of Competence
- A specialist programme of support will then be developed dependent on the child's individual needs, this currently consists of support for pupils who have been identified as 'New to English' or at the 'Early Acquisition' stage.
- This programme of support will then be carried out by the named EAL support teaching assistant either on a one-to-one basis or in a small group.
- Support will consist of a mixture of Precision Teaching (phonics, tricky words, colours, Maths), Colourful Semantics, use of the Flash Academy platform which will be set to the child's home language, reading of PM books, basic vocabulary work, use of visual resources including the use of Widgit. The use of dual language resources will be used where possible.
- The EAL support teaching assistant may also support the pupil within the classroom setting to help integration with the whole class.
- Regular liaison will be held with the class teacher to support with individual planning for the pupil and to develop strategies to support the pupil in the classroom setting.
- Monitoring of the pupils' progress in English will be carried out at regular intervals and will be discussed during the termly pupil progress meetings.
- The EAL coordinator and EAL support teaching assistant have also completed 'Supporting New Arrivals who are New to English' and 'Leading a Whole- School Strategy for EAL' training through the Bell Foundation.

Special Educational Needs

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families and carers. The office staff will ensure that they call upon staff to translate, book a member of staff from Dudley's 'Language to Language' Service in advance or use Google translate as a last resort.
- Staff will also ensure that any letters or welcome packs are provided in the families first language where possible.
- Families will also be able to access the Flash Academy platform with their child at home as this will be set to the child's home language.
- Parents are supported to understand how they can support their children at home, especially by continuing the development of their first language.
- Identifying linguistic, cultural, and religious backgrounds of pupils and establishing contact with wider communities where possible
- Celebrating and acknowledging the achievements of EAL pupils in the wider community

This policy will be reviewed on an annual basis.