



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) Archibald First School

Introduction

The purpose of this policy is to outline Archibald First School's approach to the identification and teaching of pupils who are classified as having EAL. To ensure that every child's needs are met, they feel safe and secure and that we celebrate the skills of EAL pupils and help them to achieve their full potential.

Definition

English as an Addition Language (EAL) is a term used when referring to children where the mother language at home is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country
- Newly arrived from a foreign country, but previously have attended an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

School registration forms will identify if a child has English as an additional language and this information is recorded on SIMS and passed on to class teachers accordingly.

School Context

The number of children with English as an Additional Language at Archibald First School is increasing. There are currently 25 languages spoken in school. The majority of EAL children speaking either Mandarin or Arabic. 23% of children do not speak English as their first language whilst 21% identify as speaking English as an additional language. This is above national average.

Aims

Schools should aim '*To promote rapid language acquisition and include them (children learning EAL) in mainstream education as quickly as possible*' DfE

At Archibald First School, we aim to;

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- Meet the full range of needs of children who have English as an additional language.
- To value each child as a unique individual and to celebrate all positive contributions and achievements, taking into account their varied life experiences and particular needs.
- Encourage and enable parental support in improving children's attainment.
- Ensure children with EAL have full access to the curriculum and other school opportunities.
- Provide provision and support for EAL learners that is not separate but integrated into all subject areas.
- To monitor pupils' progress and use the data to help inform decisions about classroom management and planning
- To ensure our school is socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities where children with EAL feel valued, welcome and safe.

Identification and Assessment:

Initial identification and assessment is carried out with the purpose of informing staff of the child's starting points and needs. We assess children's use of language through:

- Information from the application form;
- Information from parents/guardians – through discussions and a simple questionnaire, recorded on CPOMs.
- Information from observations.
- Information from the previous school.

The Department for Education (DfE) **Proficiency Scale** for English proficiency of learners into five stages:

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

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- From Year 1 upwards, when a child with EAL starts Archibald First School, their class teacher will complete an assessment using the Bell Foundation, on an individual basis. The highlighted copy of the assessment is kept in an EAL file in the child's classroom and passed up with the child. This assessment then will provide a code on the above Proficiency Scale that is then recorded on SIMS. Targets can also be taken from this document for the child to work on. For children who are codes A, B or C - their assessment is reviewed and updated every term by the class teacher

Supporting pupils with EAL

We believe that children with EAL learn to speak, read and write in English through immersion in a broad, rich curriculum. The school environment promotes language development through the rich use of language, literature and technology. School resources, including books in the library and equipment in the Early Years, reflect cultural diversity and where possible, are available in their home languages. Staff review groupings to ensure that children learning EAL have access to strong English language peer models.

All pupils will follow the full school curriculum. Where appropriate, EAL pupils will be supported by Teacher or Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding. If assessed to be appropriate, EAL children will be pre-taught activities to ensure they know and understand the key vocabulary that will be used within a session.

Within the Foundation stage:

- Staff use Makaton to ensure all children are able to communicate with each other.
- Children carry out daily phonics sessions based on 'Little Wandle' which are differentiated to meet their specific needs
- All achievements, cultures and religions are celebrated
- Strong relationships are made with parents and carers by teachers and key workers. Parents and carers are frequently invited to stay and play within the unit, allowing them to share skills as well as to support their child's development.
- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

Whole school

- All staff are invited to staff training and good practise is shared among staff.
- All staff involved in teaching and supporting EAL learners liaise regularly
- Relevant information regarding EAL learners reaches all staff
- The teaching of pupils with EAL is monitored and assessed regularly
- Interventions are provided where appropriate

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- Recognise that pupils with English as an additional language may need more time to process and answer both orally and in written format.
- All staff continually monitor and assess the progress made by all pupils with EAL. This must ensure any learning difficulties that could be masked by EAL are identified and are brought to the attention of the SENCO.
- All staff must be knowledgeable about pupils' abilities and needs and this knowledge must be used effectively to inform planning, use of resources and groupings. Groupings must ensure that EAL pupils hear good models of English.
- Visual timetables will be used where appropriate to support children's needs
- Scaffolding for language and learning used, including Little Wandle phonics resources to aid reading and writing English, where appropriate.
- Differentiated resources used

Monitor and review

We are aware of the need to review the school English as an Additional Language policy and this policy will be reviewed every three years by the Teaching and Learning Committee.

Information about Ethnicity and language will be shared in accordance with the current GDPR regulations.

Date Reviewed – Spring 2024

Date of next review – Spring 2027