

<b>EAL Policy</b>
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Last Reviewed	Next review		Nominated Governor
<b>May 2023</b>	<b>May 2025</b>	EAL Coordinator	TBA

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governors:</b>		<b>Date:</b>	

Foxdell Primary school has a long history of welcoming pupils from different ethnicities, cultures and faiths. We view this diversity as a strength and therefore celebrate these differences which enhance our knowledge and implement the value of tolerance. A wide range of teaching strategies, multicultural and multilingual resources, vibrant displays all help to promote an inclusive school culture. Pupils receive a warm and welcoming induction, a differentiated curriculum, continuous assessment process, customised support strategies and parental involvement.

### Aims

At Foxdell Primary we strive to:

- Ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Equality Act 2010
- Welcome and value the cultural, linguistic and educational skills and experiences that pupils with EAL bring to the School;
- Help pupils with EAL to become confident and fluent English speakers, listeners, readers and writers in order to be able to fulfil their academic potential;
- Encourage and enable parental/carer support in improving children's attainment;
- Assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- Monitor pupils' progress systematically and use attainment and progress data in decisions about classroom management and curriculum planning, so as to raise pupil achievement;
- Equip staff with the knowledge, skills and resources to be able to effectively assess, teach, support and monitor pupils with EAL;
- Maintain and enhance pupils' self-esteem and confidence by acknowledging and giving status to their skills in their 'mother' languages

### Local and School context:

Nearly 51% of pupils in Luton schools are learning English as an additional language. Many appear fluent in English but may underachieve if their specific language development needs are not met. At the Foxdell Federation, currently 87.1% of the pupils on roll are developing EAL. 28 'Mother' languages are spoken in our school which includes Urdu, Bengali, Panjabi, Pahari, Romanian, Polish and Albanian to name the most common languages spoken. Our 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 pupils have previous school experience and are literate in their 'mother' language on arrival whereas others may have had no previous formal education. In addition, the pupils on our EAL Register have differing 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
- English as an Additional Language (EAL) and New to English 2 Foxdell Primary School
- Key principles of additional language acquisition:
- EAL learners are entitled to the full National Curriculum programmes of study and their Class Teacher has 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 'mother' languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their 'mother' language and use it in the school environment wherever possible and appropriate.*
- *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.*
- *Language develops best when used in purposeful contexts across the curriculum.*
- *The language demands of learning tasks need to be identified and included in planning.*
- *Teaching and support staff play a crucial role in modelling uses of language.*
- *Knowledge and skills developed in learning the 'mother' language aid the acquisition of additional languages.*
- *A clear distinction should be made between EAL and Special Educational Needs.*

#### **Teaching and learning environment:**

- *Classroom activities have clear learning objectives and use appropriate materials that support pupils to participate in lessons.*
- *Key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types.*
- *Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.*
- *Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gestures.*
- *Additional verbal support is provided, e.g. repetition, modelling and peer support.*
- *Collaborative activities that involve purposeful talk are used to encourage 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. talk frames and writing frames.*
- *Planning, monitoring and evaluation:*
- *Targets for EAL learners are appropriate, challenging and reviewed on a regular basis.*
- *Planning for EAL learners incorporates both curriculum and EAL specific objectives.*
- *Staff regularly observe, assess 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.*

#### **Assessment and record-keeping:**

All EAL learners are assessed using our internal assessment system. Where it is felt that factors other than EAL are impacting on learners' progress, further assessment and investigation will be undertaken in order to best support their progress. Acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of pupil's work. Consideration and sensitivity is shown to appropriateness of testing EAL learners at the earlier stages of English acquisition. The school ensures that all EAL pupils have access to statutory assessments making full use of special arrangements and mother tongue assessments where appropriate.

### **Assessment Procedure for New Arrivals**

Prior to the children starting at Foxdell Primary School, our family workers will visit the family at home and collect all the necessary background information about the pupils' linguistic background and competence. Notes are taken about language, ethnicity, culture, previous schools/schooling and pupil enrolment documentation. During Covid, this will take place via a phone call. Wherever possible, an adult who speaks the home language will join the family workers on a home visit to complete the First Language Assessment (See Appendix 1), with the children which will inform teachers planning for the child.

After a settling in period, the child will be assessed by their class teacher to determine level of support. Assessment will be ongoing using the schools' new arrival form, with Stages of English language being reported on a termly basis using the DFE Language Acquisition codes A-E.

Staff will continue to identify the needs and monitor progress of EAL pupils verbally using visual resources. The online resource, 'The Learning Village', is a fun interactive resource which the children can access online at home, as well as in school to enhance their 'New to English' language, 'Phonics' and 'Curriculum Vocabulary'. EAL Assessment Reports (See EAL Guidance), will be completed within two weeks of a child starting school and then at the end of each assessment period.

### **Overview of the assessment process and beyond**

Resources:

- Buddy with another child not new to English Set up on Learning Village – provide parents with passwords Week 4 and beyond
- Continue to access Learning Village
- Differentiated learning within class using highly visual resources, e.g. Widgeit

Foxdell Primary School EAL learners have access to appropriate materials such as dual language books and key word lists. We recognise the value of visual support (e.g. websites, visual timetables, ICT and story props) and build this into our planning. Whilst our pupils are principally supported through high quality first teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our pupils. Learning Village (an online program) is used to support language development. Pupils have their own login details and can access this in school and from home. This will be in addition to any group sessions that they may take part in.

### **Special educational needs and more able pupils:**

Most EAL learners needing additional support do not have Special Educational Needs or Disabilities (SEND). However, should SEND be identified, EAL learners have equal access to the school's SEND provision. If EAL learners are identified as more able, they have equal access to the school's More Able, Gifted and Talented provision.

### **Parental/community involvement:**

At Foxdell Primary School, we strive to encourage parental and community involvement by:

- *Providing a welcoming induction process for newly arrived pupils and their families/carers*
- *Using plain English, translators and interpreters where appropriate and available, in both spoken and written communications*
- *Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible*
- *Recognising and encouraging the use of 'mother' language where appropriate*
- *Helping parents/carers understand how they can support their children at home, especially by continuing the development of their 'mother' language.*

### **Responsibility for the Policy and Procedure**

*Provision for children with EAL is the responsibility of the Governing Body, Head Teacher and all staff at Foxdell Primary School. It is the Class Teacher's responsibility to provide appropriate support for children with EAL in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for the identification, assessment and provision of targeted support for children with EAL. This is facilitated by the Schools' Inclusion Manager and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate).*

### **Role of the Inclusion Manager**

*The Inclusion Manager will welcome and support all pupils with English as an additional language (EAL) and will:*

- *Monitor the provision of EAL through Scrutiny of planning, noting the functions and structures of language, key vocabulary and questions.*
- *Carry out classroom observations –which includes an emphasis on the display of key words.*
- *Monitor internal assessment procedures, with a particular focus on EAL learners.*
- *Provide guidance and support in the teaching, assessment and monitoring of EAL pupils.*
- *Ensure that all EAL data is collated when required.*
- *Identify EAL pupils who are academically more able and talented.*
- *Identify SEND in EAL learners ensuring they have equal access to the school's send provision.*
- *Compare results with schools of a similar demographics.*
- *Have on-going discussions with staff, pupils and parents ensuring we are meeting the needs of the children.*
- *Liaise with staff and outside agencies regarding placement, assessment, teaching strategies and the role of the EAL support staff.*
- *Role of Class Teachers*
- *Class teachers will:*
- *Ensure all new pupils feel welcomed, secure and valued in the school; buddies are allocated to support new arrivals with school procedures, playtimes, toilets etc.*
- *Recognise the home languages of all pupils and actively encourage them to maintain and use their home language in the school environment whenever possible;*
- *Set appropriate and challenging targets for EAL pupils and regularly review these;*
- *Ensure classroom activities have clear learning objectives and appropriate materials are used to support and enable pupils to participate in lessons i.e. concrete and visual resources;*
- *Ensure key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types;*
- *Provide enhanced opportunities for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language;*

- *Provide additional visual and verbal support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture, repetition, modelling and peer support;*
- *Provide collaborative activities that involve purposeful talk and encourage and support active participation;*
- *Where possible, ensure learning progression moves from the concrete to the abstract;*
- *Discuss work before, during and after reading and writing activities; · Ensure planning for EAL learners incorporates both curriculum and EAL specific objectives;*
- *Regularly observe, assess and record information about pupils' developing use of language;*
- *When planning the curriculum, take account of the linguistic, cultural and religious backgrounds.*
- *Scaffold tasks to support children who are New to English.*
- *At Foxdell Primary School, use of Colourful Semantics to support the learning and to support children gain independence in class. An effective, personal, social and cultural curriculum for EAL achievement will include:*
- *Valuing parents as partners with schools in the education of their children.*
- *Actively seeking community participation in the life of the school, such as taking part in town events like the annual carnival, and encouraging visits from professionals within the community.*
- *Facilitating communication between school and home through our Family Workers, by providing translation / interpretation / home visits, etc. Our Family Workers and other adults, including teachers, being available on consultation evenings, to talk to parents.*

#### **Outcomes:**

- *Pupils are confident users of English and value their first language.*
- *The achievement of all pupils is raised and EAL pupils are able to achieve their full potential.*
- *Parents and the wider community are enabled to make a full contribution to the life of the school.*
- *Through greater knowledge and appreciation of each other's language and culture, all members of the school are able to identify and challenge racism, prejudice, intolerance and discrimination.*

#### **Linked Policies**

- *Assessment*
- *Curriculum*
- *Equality*
- *Inclusion*
- *Teaching and Learning*

*This policy will be monitored regularly by the Senior Leadership Team.*