

English as an Additional Language (EAL) Policy

TEACHING & LEARNING

Last Reviewed	Next review	Coordinator	Nominated Governor
October 2024	October 2026 (Earlier if required)	Inclusion Manager	All

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/carers 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

Context

Nearly 56% of pupils in Luton Primary 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. We define EAL pupils 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).

At Foxdell Primary School, 90% of our pupils currently on roll are EAL. Twenty Eight different languages are spoken in our school which includes Urdu, Bengali, Panjabi, Pahari, Romanian, Polish and Albanian to name the most common languages spoken.

New Arrivals

Prior to the children starting at Foxdell Primary School, a visit and tour date will be agreed for pupil(s) and parents/carers with the Family Workers. Wherever possible, an adult who speaks the home language will join the family workers for this visit. During this visit an EAL learner profile (**Appendix 1**) will be completed which will then be shared with the pupil's class teacher.

Class Teachers will ensure that for all new arrivals;

- EAL profiles have been read and shared with appropriate staff
- Peg/locker labels, draw labels and book labels are ready before the child starts so they feel they belong
- Survival dual language visuals are ready e.g. toilet, drink, food
- Find a 'buddy' for the child - where possible child who speaks their home language
- Assess them within the first two weeks on RWI/Fresh Start as appropriate
- Complete Learning Village EAL assessment within the first two weeks and share with the Inclusion Manager

Teaching and Learning

Classroom organisation is key for our EAL learners. Every classroom will have;

- A visual timetable
- Visual labels for classroom resources
- Physical resources readily available to enhance learning
- Key vocabulary clearly shared on displays with visuals

Strategies within the classroom will promote inclusivity and language acquisition for our EAL learners. This will be achieved by;

- Providing enhanced opportunities for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Pupils having access to effective staff and peer models of spoken language.
- Using visuals to support instructions to aid understanding.
- Opportunities to access vocabulary and clear definition prior to learning new concepts.
- Collaborative activities that involve purposeful talk are used to encourage active participation.
- Where possible, learning 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.

Interventions will be planned to aid language acquisition by class teachers and year group leaders. These will include where appropriate to proficiency;

- Pre-teaching of subject specific vocabulary which will be shared with parents/carers.
- Learning Village access to initially build survival vocabulary before building more bespoke curriculum vocabulary.
- Racing to English groups.

Planning, monitoring and evaluation for EAL

When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families. Planning for EAL learners incorporates both curriculum and EAL specific objectives. Planning reflects and makes explicit the five key pedagogical principle set out by Bell's Foundation (2024)

- Opportunities where multilingualism is viewed as an asset and EAL learners are able to share their knowledge and skills with others.
- High expectations for all pupils with appropriate support to ensure language is not a barrier to achievement.
- An integrated approach to language and content to ensure learning is happening in tandem.
- Effective and appropriate assessment opportunities to ensure understanding of content, not just language is being regularly assessed.
- Clear social inclusion by ensuring EAL pupils and their families are accessing wider school opportunities.

All EAL pupils will be formally assessed at three points throughout the year (this will always be during the second half of each term) by their class teacher. Pupils will be assessed using the DFE (2020) Proficiency Scale (A-E) as follows:

- A. New to English:** May use first language for learning and other purposes.
- B. Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support.
- C. Developing competence:** May participate in learning activities with increasing independence.
- D. Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- 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.

These assessments will be recorded on a class document (**Appendix 2**) as well as in a central digital register. These assessments will be used by class teachers to inform planning. Staff will regularly observe, assess and record information about pupils' developing use of language. Targets for EAL learners will be appropriate, challenging and reviewed on a regular basis by class teachers.

Special Educational Needs and Gifted and Talented Pupils

EAL and SEND are defined, assessed and aided as two completely separate areas. Where an EAL learner is identified as potentially having SEND a concern form will be completed and submitted to the Inclusion Manager and shared with parents/carers. Further probes and investigations will then be completed to assess need and where appropriate, outside agencies will support this process. Where pupils are identified as having EAL and SEND class teachers will ensure they have access to the appropriate provisions for learning.

Where EAL students are identified as 'Working Above' provisions will be put in place by class teachers to ensure language does not become a barrier to their progress.

Appendix 1

EAL New Arrivals Form



EAL



New



Learner



Profile



Name: _____



Age: _____



Languages



I can



Speak



I can



understand



I can



write



I can



read

3



things



you



should



know



about



me:

1

1. _____

2

2. _____

3

3. _____



Language(s)



I



Speak



at



home:



Things



I



find



tricky:



I



find



it



helpful



when



teachers:

Appendix 2



Class EAL Record

Class:	Academic Year:
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