Church Hill C of E Junior School

'Let Your Light Shine' (Matthew 5:16)

Together Everyone Achieves More

English as an Additional Language (EAL) Policy

Signed by: ………………………………….

Date: ………………………..

Approved by Governor

Date: ……………………….

Signed on behalf of the Governing body: ………………………………………..
(Chair of Governors)

Next Review Date: March 2025

1. Intent

At Church Hill C of E Junior School, we embrace and celebrate the diversity of our pupils, including those who speak English as an additional language. Through our inclusive vision, *"Let Your Light Shine"* " (Matthew 5:16), we strive for every child to discover and embrace their unique heritage and find the power and beauty in this, regardless of language proficiency.

We are dedicated to providing tailored support to our English as an Additional Language (EAL) pupils through personalised learning experiences. Our commitment to care and support ensures that all pupils, including those facing linguistic barriers, have the opportunity to excel academically, emotionally, spiritually and socially.

As a Church of England school, we are guided by the values of koinonia and fairness, inspired by the teachings of Jesus Christ. Just as Jesus advocated for the marginalised and vulnerable, we are committed to supporting our EAL children and their families with love, understanding, experience and knowledge. Through our school's 12 core values, we continue to uphold the principles of equality, inclusivity, and opportunity for every child, regardless of their linguistic or cultural background so that pupils shine brightly in and outside of school.

2. Aims

This policy aims to:

> To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.

> To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.

> To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.

> To help pupils to use English confidently and competently.

> To help pupils to use English as a means of learning across the curriculum.

> To help EAL pupils to make use of their knowledge of other languages.

Implementation

3. Terminology

> EAL: English as an additional language

> NtE: New to English

> INA: International New arrival

> ABL: Advanced Bilingual Learner

> Fluent: Fluent EAL learner

English as an Additional language (EAL) – this is the main term for all children who were exposed to another language from birth. They may not necessarily be fluent in their first language. At the same time there are some who can speak well but are not literate. They are aware and can understand another language nonetheless. The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as <u>those who have been 'exposed to a language at home that is known or believed to be other than English'</u> (Department for Education, 2019). **Essentially all the children who fit the below categories are EAL.**

New to English (NtE) – these are children who arrive to school with little or no English. They can be born in the UK or abroad. These children would need support in both conversational and academic language. If possible daily interventions or adult support in class would really be beneficial (for sometime at least).

International New Arrival (INA) – These are children who arrive to school from another country. They may be New to English, developing in language learning or even advanced bilingual learners.

Advanced bilingual learner (ABL) – These children can speak fluently however they make grammatical and spellings errors when writing. These children would benefit from interventions to plug those gaps.

Fluent EAL learner – these children are still EAL but they converse, read and write just as well as their monolingual peers.

4. Data Collection

On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages. Teachers meet with parents/carers to gather more specific information about languages spoken or heard in the home environment. The EAL Leader, alongside the teacher, can then assess the pupil's level of English to target support within the school.

As a school, we use the Department for Education's English proficiency categories.

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.

EAL pupils' english profiency band is recorded on our school MIS. On here, home language(s) is also recorded.

EAL pupils are assessed on three occasions over the academic year, in line with all pupils. Mid-term starters have a baseline on arrival if they arrive outside of an assessment period. Pupils who show higher levels of need may have further assessment.

5. Communication

Targets are monitored and reviewed by the class teacher and EAL leader (where appropriate) on a termly basis. These are communicated with parents at two parents meetings, a snapshot report and

through the end of year report. Additional meetings may be put in place if required. Individual children's progress is monitored as they progress through the school by their class teachers and the EAL leader. We recognise that to support EAL pupils, we are 'in it for the long game' and that pupils will make progress over time.

6. Core Strategies

Learning support encompasses curriculum planning and resources to enable children to access the curriculum and make progress in their learning. Wave 1 teaching is designed to ensure all pupils learn in an EAL-friendly style in a 'top-down' approach. We follow the mantra **'Good for EAL, good for ALL'**. School resources, including books in the library will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that children can participate in lessons by:

> Using scaffolds and teaching techniques such as:

a) sentence stems

b) sentence frames

c) substitution tables

d) graphic organisers

e) pictorial/ visual representation

f) colourful semantics

g) dictogloss

h) choral reading 'vanishing cloze'

i) barrier games

> Providing context embedded language experiences.

> Checking for pupils understanding – ask questions, or get the child to explain what they are going to do.

> Giving clear, full explanations of subject specific language.

> Providing opportunities for previews of difficult or complex texts through pre-teach.

> Using consistent language when giving pupils instructions.

> Being aware of the effect of eye contact and body language.

> Accepting non-verbal/ 'I don't understand' responses from pupils.

> Using technology where appropriate.

> Using collaborative learning resources to reinforce and consolidate prior learning.

> Encouraging the use of home language to support and enhance understanding in English.

7. Roles and responsibilities

7.1 Headteacher

The headteacher is responsible for:

> ensuring all school personnel, pupils and parents are aware of and comply with this policy;

> ensuring EAL pupils have equal access to the curriculum;

> ensuring EAL pupils have equal access to the school's SEN provision;

> working closely with the link governor and coordinator;

- providing leadership and vision in respect of equality;
- making effective use of relevant research and information to improve this policy;
- providing guidance, support and training to all staff;
- monitoring the effectiveness of this policy.

7.2 Governors

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility to make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

7.3 EAL Leader

The EAL Leader will welcome and support all pupils with EAL by ensuring:

- all EAL pupils feel welcome;
- school personnel make appropriate plans to accommodate them;
- the school website provides information for EAL parents;
- pupils are gradually inducted into the school;
- school personnel are provided with the relevant pupil information;
- a supportive buddy system is in place;
- they are assessed to determine their proficiency in English;
- support strategies are in place inside and outside the classroom;
- access to the curriculum;
- sufficient and adequate resources are provided;
- links with families are strong in order to make them feel confident in approaching school to find out about their child's education.

The leader will also:

- liaise with staff and outside agencies regarding placement, assessment, teaching strategies and the role of the EAL support teacher;
- provide guidance and support staff in the teaching and integration of EAL pupils;
- ensure that all EAL data is collated when required;
- assess and monitor pupils;
- identify EAL pupils who are academically more able and talented;
- ensure appropriate provision is in place for academically more able and talented pupils;
- monitor the provision of EAL;
- liaise with the nominated governor for EAL;

- will annually report to the governing body on the success of EAL;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

7.4 Class Teachers

Class teachers will:

- ensure all new pupils feel welcomed, secure and valued in the school;
- recognise the home languages of all pupils and actively encourage them to maintain and use their home language in the school environment whenever possible;
- ensure EAL pupils are provided with additional support programmes when required;
- develop teaching strategies to support the development of English;
- work closely with the EAL leader;
- plan curriculum taking into account the linguistic, cultural and religious backgrounds of EAL pupils;
- set appropriate and challenging targets for EAL pupils;
- review targets regularly;
- assist in the collection of EAL data;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

8. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

9. Monitoring the Impact of the Policy

The intended impact is for EAL pupils at CHJS to be attaining and progressing in line with non-EAL pupils nationally. This will be monitored at each assessment cycle and a strategy plan put in place during pupil progress meetings. Where EAL pupils are not making the desired progress, the strategies would include refinement of the scaffolds outlined in this policy. Further EAL-specific assessment may be required. SLT will monitor this closely through learning walks, book audits and pupil voice.

The practical application of this policy will be reviewed annually or when the need arises by the EAL Leader, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

10. Linked Policies

> English Policy

> Equality Policy

> SEND Policy

> Pupil Premium Policy

> Child Protection Policy

> Anti-Bullying Policy

> Assessment Policy

> Racism Policy