

# BORROW WOOD PRIMARY SCHOOL

## EAL (English as an Additional Language) POLICY



Date: Dec 2019  
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In this policy, the term 'English as an Additional Language' (EAL) refers to children whose main language at home is a language other than English.

Children with EAL will face various challenges throughout their academic life. Children' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Children with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English. This policy has been established to ensure all children with EAL at the school are given the best chance possible to reach their full potential.

### Aims

As a school we promote high standards and welcome the cultural, linguistic and educational experiences children with EAL contribute to the school. We ensure that strategies are in place to support children with EAL and to enable children with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

### Objectives

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived children with EAL
- Assess the skills and needs of children with EAL
- Gather accurate information regarding children's backgrounds, cultures and abilities
- Equip teachers and support staff with the necessary skills, resources and knowledge to support children with EAL
- Use all available resources to raise the attainment of children with EAL
- Systematically monitor children's progress, and adapt policies and procedures accordingly
- Ensure all children's languages, cultures and identities are represented around school
- Maximise opportunities to model the fluent use of English
- Ensure children with EAL are acknowledged for their skills in their own languages.

### SLT Support

Our SLT and teaching staff are responsible for:

- The induction of newly arrived children
- Ensuring initial assessments of children with EAL are conducted
- Providing classroom support and strategies to include children with EAL
- Providing advice regarding inclusive curriculum materials
- Advising on ways to differentiate work for children with EAL
- Distinguishing the difference between EAL and SEN
- Encouraging and supporting children to maintain and develop their first language
- Developing relationships between the school and parents of children with EAL
- Supporting staff with language-related issues
- Supporting staff with equal opportunity and race equality issues.

### The role of school staff

All staff members have a responsibility to ensure the development of children with EAL.

They will meet this responsibility by:

- Ensuring the inclusion of children with EAL in their classrooms
- Identifying children with EAL who are experiencing difficulties and ensuring measures are taken to support the child
- Providing a good model of spoken English

- Using a variety of types of text to explore their subject and through the varied use of English.

### **Inclusion**

The school promotes inclusion through the positive and effective use of language and includes the following principles:

- There is an understanding throughout school that a limited knowledge of English does not reflect a lack of ability or knowledge
- The language development of children is the responsibility of the entire school community
- Diversity will be valued and classrooms will be socially inclusive
- Teachers will be knowledgeable about children's abilities in English and use their knowledge to inform lesson planning
- Planning will reflect low levels of English, whilst maintaining the subject content and level of challenge
- Where large groups of children with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve children's understanding of English.

### **Initial Assessments**

The school will undertake a timely initial assessment and subsequent assessments to gauge children's English abilities in an informal manner that does not make the pupil feel isolated or inferior. Initial assessments are carried out by the class teacher.

### **Classroom practice**

Teachers have high expectations of all children, regardless of gender, ethnicity, social background or English ability. Classroom activities will be matched to children's needs and abilities. Where possible, the following practices will be utilised to improve children's literacy:

- Utilisation of the pupil's first language expertise
- The provision of writing frames
- The use of visual resources.

Language skills will be developed through:

- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good role models provided by peers
- Identifying vocabulary, to be pre-taught prior to a topic or lessons.

Active participation will be encouraged by:

- Grouping children in mixed ability groups to develop language skills
- 'Expert' readers and writers present in each group to provide assistance and model language
- Assessment methods will allow children to show what they can do in all curriculum areas.

### **Access to the Curriculum**

The needs of children with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided
- Visual support is utilised to provide greater understanding of key concepts
- There are opportunities for children to use their first language within school
- The support requirements of children with EAL are identified and support is made available.

### **Working with Parents and Carers**

Liaison with parents is vital to the creation of a strong home/school partnership, which can support the development of children with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment
- Ensure the language used in letters to parents is clear and straightforward
- Encourage parents to attend parents' evenings and participate in school functions
- Encourage parents to become involved with homework.

### **Monitoring and Evaluation**

This will be undertaken on an on-going basis alongside other assessment systems in school.