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| Ava Kennedy School Design | English as an Additional Language (EAL) Policy“By working together, we learn, we achieve, we care” |

**Policy Consultation & Review**

This policy is referred to in our school prospectus and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body every three years. This policy was last reviewed and agreed by the Governing Body on November. It is due for review on November 2025.

Signature Head teacher Date:

Signature Chair of Governors Date:

**Introduction**

At Reedham Primary and Nursery School, through a positive community ethos, we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling and enjoying learning within the context of a rapidly changing technological society.

We aim:

* To create a rich, stimulating and caring school environment in which every child feels happy, safe, secure and confident.
* To provide high quality teaching and learning experiences to enable all children to achieve the highest possible standards in all areas of the curriculum.
* To provide a curriculum that is broad, balanced, relevant and differentiated to meet the needs of all children, including those with special needs.
* To encourage a love of learning and high expectations of standards of achievement and behaviour.
* To develop strong values of tolerance, self-respect, respect of others, responsibility and politeness in all our children.
* To praise, encourage and celebrate success.
* To foster good relationships between the home and school, welcoming parents into the school and encourage them to work in partnership and harmony with the staff.
* To ‘bring out the best’ in every child so they can all be the best they can be. Together, we endeavour to develop the following skills: Independent Enquiry, Creative Thinking, Reflective Learning, Teamwork, Responsibility.
* By developing these five skills, we aim to promote motivation, resilience, and aspiration in all children, enabling them to effectively participate and engage with learning.

**Provision**

As part of the school’s aims, our whole curriculum, teaching and learning and continuous provision will enable children to develop skills in Independent Enquiry, Creative Thinking, Reflective Learning, Teamwork and Responsibility. Topics and activities are designed to enable children to learn these skills to become lifelong learners; this includes their journey from Squirrel class (nursery, age 2-4 years) to year 6.

* Our curriculum for the Foundation Subjects (Geography, History, Music, Design and Technology, Physical Education, Art and Design and Modern Foreign Languages) develops knowledge and understanding, alongside skills and processes; recognising all of these elements are important in creating effective learners.
* All subjects are taught in any one year concentrating on the knowledge, understanding, skills and processes of the topic, whilst also drawing on, where appropriate, curriculum links.
* Our curriculums in nursery, key stage 1 and key stage 2 are taught over a two-year plan to ensure that children receive coverage of all content laid out in the EYFS and National Curriculum across each key stage.
* Subjects are taught in half-termly blocks, allowing for sustained learning and deeper immersion in each topic, and to ensure that all subjects receive balanced coverage according to the National Curriculum.
* Some topics and concepts are revisited across the key stages, for deeper understanding and to support progress in critical thinking.
* All members of staff at Reedham are educators and therefore teachers of our children; we all recognise that we have a role to play in the academic progression and social nurture of our pupils. When teaching, we focus on motivating the children and building their skills, knowledge and understanding of the world around them.
* Teachers are accountable for progress of all children; meetings with staff and governors are held throughout the year to ensure every child makes progress in all areas of the curriculum.
* Teachers take part in peer evaluations of lessons and book looks carried out in learning walks to ensure high standards of Teaching and Learning are met across the subjects. Teachers have areas of responsibility, to ensure vigorous systems of accountability are in place.
* Teachers take part in continuous professional development to enhance skills and to ensure their subject knowledge and teaching strategies are current.
* Teachers support the professional development of their colleagues and enhance the provision of Teaching & Learning. They review curriculum subjects and set new goals. These policies will be reviewed every year or earlier in the light of changing circumstances.
* We celebrate children’s efforts and creativity through showcasing work on social media, through our termly publication the ‘Reedham Read it’, through our Superstar assemblies and sharing Class Dojo successes with parents and children. Exemplary work from each half term is collected and showcased in the ‘Reedham Read it’, which is put together by children and staff each term.

This policy should be read alongside the following school policies:

• Teaching and Learning Policy

• EAL Policy

• SEND Policy

• Equalitity and Diversity Policy

**Aim of Policy**

This policy is a statement of our school’s aims and strategies to ensure that all pupils with English as an additional language (EAL) fulfil their true potential.

The aims of this policy are:

* To promote equality of opportunity for all learners for whom English is an additional

language.

* To motivate, engage and include all pupils in learning and so raise standards for all.
* To provide high quality learning experiences that focus on the development of skills, knowledge and understanding so that all pupils leave Reedham Primary and Nursery School as lifelong learners, reaching their full potential.

**Definitions**

The term EAL is used to describe a wide group of pupils for whom English is an additional language. Pupils with EAL will have a vast variety of needs, and will have strengths and weaknesses in different skills.

The government’s definition of an EAL learner includes anyone who has been exposed to a

language other than English during early childhood, “and continues to be exposed to this language in the home or the community.”

First language is the language to which the child was initially exposed during early development and continues to use in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.

(School census preparation and guidance for 2007, Department for Education and Skills)

Bilingual Learner: “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages”(DFES Guidance 2007).

Advanced Bilingual Learner: “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” (DCFS 2009).

**First language**

The term means a person’s native language that they first acquire. First language can also refer to the language the child feels most comfortable using in a multilingual community.

**Context**

Our families have different competencies in all areas of English. We have second and third

generation families who use a hybrid of language. The Bell Foundation’s EAL Assessment

Framework for Schools is a vital tool in supporting competencies in all areas of English.

**Induction Procedures**

1. We hold an initial meeting with the parents/ carers of a pupil with EAL, using an interpreter/ support with language, if necessary, from within our school or local community or via translation Apps such as ‘Google Translate’ or ‘Say Hi’. This enables us to understand the pupil’s starting point and context, and to get to know them as an individual. We encourage the use of first language for developing positive links between school and home, we offer support to help their children at home e.g. online language learning and educational websites.

2. We find out about the pupil’s:

* Personality, for example whether they are normally shy or outspoken
* Proficiency in their native language, and whether they have any issues with articulation or fluency
* Educational background, including whether they have attended school before and whether they may have an existing special educational need (SEN)
* Experience of language at home, including how proficient the pupil’s parents are in English
* Such factors will help the school identify the skills that the pupil needs to develop in order to effectively access the curriculum.

3. Allowing for an appropriate settling in time (based on the need of the child), the class teachers will carry out an EAL assessment, set targets and plan for suitable support and rule out any underlying SEND.

**Teaching and Learning Strategies to support Learners with EAL**

(Also refer to our Teaching & Learning Policy)

1. Seat new learners who have EAL with the most fluent English speakers in the class. Do

not seat all EAL pupils together, as this will not help develop their English language skills.

2. Support from another EAL learner with the same first language can be useful to a new

pupil with little to no English, particularly where the other pupil has a much higher fluency in English.

3. Maintain a high level of cognitive challenge whilst also allowing pupils to access the same content as the rest of the class. Balance the curriculum to enable children to take part in other activities as well as language-based activities.

4. Teachers are not reliant on one method to teach new skills, allow pupils to express their learning in a different way, for example by using visual cues, gap-fill exercises, sentence frames and word cards/ repetition/ consolidation/scaffolding

5. Allow pupils to express some ideas in their first language can help motivate pupils and move learning forward.

6. Plan support to develop oracy and literacy across the curriculum, exploring ideas collaboratively and introduce phonics.

7. Model the key subject language needed, provide specialist vocabulary lists/images that pupils need in order to understand new concepts. Label items around the class environment/flashcards.

8. Provide dual language textbooks, dictionaries and visual key word lists and technology.

9. Provide focussed, short-term interventions for EAL learners outside of the classroom if needed.

10. Provide simple word sentences/ picture cards with words and translations instructions and commands

11. Play games e.g. Duolingo

12. Use relevant/familiar contexts that children can relate to and concrete materials/resources

**EAL Assessment Framework**

We use the 5 Stage Model for Language Acquisition from the Bell Foundation EAL Assessment Framework for Primary School, this is summarised here:

A. New to English - A child at this stage needs significant support.

A child may:

* Use first language for learning and other purposes.
* Remain silent in the classroom.
* Copy/repeat some words and phrases.
* Understand some everyday English expressions but have minimal or no English literacy.
* Follow day-to-day social communication in English.
* Begin to use spoken English for social purposes.
* Understand simple instructions and follow narrative/accounts with visual support.
* Develop some skills in reading and writing.
* Become familiar with some subject specific vocabulary.

B. Early Acquisition- A child at this stage requires support to access the curriculum fully.

A child may:

* Participate in learning activities with increasing independence.
* Express themselves orally in English but structural inaccuracies are still apparent.
* Requires ongoing support in literacy, particularly for understanding text and writing.
* Follow abstract concepts and more complex written English.

C. Developing Competence- A child at this stage needs support to access subtle nuances of

meaning, to refine English usage, and to develop abstract vocabulary.

A child may:

* Develop oral English well, allowing successful engagement in activities across the curriculum.
* Read and understand a wide variety of text.
* Written English may lack complexity.
* Demonstrate evidence of errors in grammatical structure.

D. Competent

* A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

E. Fluent

* A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

**Leadership and management role and responsibilities**

The headteacher’s role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

**Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this

policy. The governors will therefore:

* monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school
* monitor the staff appointment process, so that no-one applying for a post this school is discriminated against
* require the head teacher to report to governors annually on the effectiveness of this policy
* take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
* monitor the school’s behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or earlier if it is

 considered necessary.