



Newport CE Junior School

English as an Additional Language (EAL) Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
November 2021	April 2026	April 2027

This policy is a statement of our school's aims and strategies to ensure that EAL learners fulfil their potential.

1. Introduction/ Mission statement

At Newport Church of England Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of language. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. We aim to continue to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life, as outlined in our school Accessibility and Equality Plan.

2. Statement of aims and commitment

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise pupil achievement.

How Newport CE Junior School deal with a racist incident: a racist incident is any incident which is perceived to be racist by the victim or any other person. Our actions taken to deal with a racist incident can be found on page 9 of our EQUALITY AND ACCESSIBILITY PLAN.

3. Context

In Telford and Wrekin, approximately 13.1% of learners are developing EAL. 106 Languages spoken in Telford.

Definition of EAL:

A pupil's **first** language is defined as any language other than English that a child was exposed to **during early development and continues to be exposed to in the home and community**. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

(DfE School Census Guide 2018-2019 pg.61)

These 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 EAL learners are isolated learners and may be the only speaker of their language in their class or school, while others belong to much larger language communities.

- Some pupils have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- They 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
- Some children may have experienced trauma, which will have an impact on their learning.

In our school:

- 10 pupils (3%) are on our EAL register
- 8 pupils (2.4%) are advanced bilingual learners (grade C-E)
- 2 pupils (0.6%) are in the early stages of developing EAL (new arrivals, grade A-B)
- 3 pupils are targeted for additional support (including all early-stage learners) (SEND)
- 8 languages are spoken
- 36 pupils (10.7 %) are from minority ethnic groups
- **2 EAL learners (0.6%) qualify for Pupil Premium**

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL.
Currently this is Megan Wheat – Inclusion Lead.

4. Key principles of additional language acquisition

- EAL learners are entitled to access the full National Curriculum and all their teachers have 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 home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- 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 for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.

- The language demands of learning tasks (vocabulary, structures and textual organisation) 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 first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

5. EAL teaching and learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, structures and text types are identified.
- 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, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support 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, writing frames.

6. Planning, monitoring and evaluation for EAL

- 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.

7. Special Educational Needs and Gifted and Talented Pupils

- Most EAL learners needing additional support do not have SEND.
- Should SEND be identified, EAL learners have equal access to the school's SEND provision.

- If EAL learners are identified as Gifted and Talented, they have equal access to the school's provision.

8. Assessment and record-keeping

- All EAL learners are entitled to assessment within the school's usual systems.
- EAL learners not operating at age-related expectations are assessed against the NASSEA EAL Assessment Framework.
- Where it is felt that factors other than EAL are impacting on learners' progress, they are assessed in their first language if possible.
- Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and analysis of language samples. We assess with a recommended DFE Language in common linked proficiency assessment such as Nassea, Bell foundation, Babcock or Flash academy.
- Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

9. Resources

EAL learners have access to appropriate materials such as dual language key word lists and lesson resources, as well as use of Flash Academy. We recognise the value of visual support (e.g. websites, video, maps, visual timetables, ICT and story props) and build this into our planning.

While pupils are principally supported within the curriculum through quality first teaching, additional funding is used to provide additional support, both in-class and through intervention groups where necessary.

10. Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL learners in the wider community
- recognising and encouraging the use of first language

- helping parents understand how they can support their children at home, especially by continuing the development of their first language

11. Key responsibilities and staff development

The school has a named member of staff with responsibility for EAL: Megan Hardy (Inclusion Lead).

This staff member liaises with senior management, teaching and support colleagues, and external agencies such as the Multicultural Development Team to support the school's provision for EAL learners and their families.

Teaching and support staff receive training in appropriate strategies for working with EAL pupils.

12. Monitoring, review and evaluation of policy

This policy to be reviewed July 2025 by Megan Wheat – Inclusion Lead.