ST. THERESA'S CATHOLIC PRIMARY SCHOOL

St. Theresa's
Catholic Primary School

English as an Additional Language (EAL) Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Validation grid

Title	EAL Policy
Author (review)	Barbara Folan
Associate Author	
Target Audience	All staff
Stake holders consulted	All staff
Curriculum / non curricular	Both
Associated Policies / Documents	Admissions,Equality, Teaching and Learning Policy SEND Policy
New Policy or Review of existing policy.	New
Date of Submission	November 2023
Date for Review	November 2025

Headteacher ___*Barbara Costa*___ Barbara Costa

Chair of Governors ___*Fiona Kerin*___ Fiona Kerin

STATEMENT OF INTENT

At St Theresa's Primary school, we are committed to ensuring that all pupils feel welcomed, valued, part of our school community and are given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum.

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity
- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Achieve their full potential

Definition

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:
• Newly arrived from a foreign country and school;
• Newly arrived from a foreign country, but an English speaking school;
• Born abroad, but moved to the UK at some point before starting school; or
• Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

The Context of the School

Currently at the school there are:

- There are 23 different languages spoken by children at the school.
- Languages spoken by children at this school are Japanese, Lithuanian, Polish, Romanian, Italian, Kurdish, Portuguese, Greek, Arabic, Bulgarian, Spanish, Farsi/Persian, Slovak, Chinese, Cantonese, Turkish, Ukrainian, Amharic, Albanian, Russian, Macedonian, Tagalog/Filipino, Hungarian.
- Languages spoken by staff at this school include Italian, Polish, Romanian, Spanish, Russian and Turkish.

- 107 pupils currently have English as a second language (62% of our school community). These children are from a mixture of ethnic backgrounds, with the majority being Polish, Farsi/Persian, and Portuguese.
- 22 pupils are identified as being in the very early stages of EAL acquisition, (including those in Foundation Stage).
- 19 pupils with EAL qualify for Pupil Premium (17% of EAL children, 11% of our school community)

Key Principles for Additional Language Acquisition

- Children with EAL are not a homogenous group and do not necessarily have a common set of educational needs.
- When a child with EAL first joins an English school, it can be normal for them to have a 'silent period' of up to six months (whilst they acclimatise/ learn by watching and listening).
- It can take 1-2 years to become fluent in everyday spoken English, but 5-7 years to begin to develop proficiency in formal, written English.
- Children who are new to English will benefit from being integrated into mainstream teaching and learning most of the time as it enables them to: develop oral fluency quickly, immediately feel part of the school, develop language in context and experience their full curriculum entitlement.
- Children with EAL should be placed within their chronological year group and seated with peers where cognitive demand is high and sensitivity is shown to the new arrival's needs.
- One of the most important aspects of effective teaching of EAL learners is the need to support and develop their competence in their first language alongside the learning of English. Any knowledge developed in the first language can easily be transferred to the second or third languages, this also applies to knowledge about language.

Key considerations for new arrivals of children with EAL

All staff need to be aware and sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing. These could include:

- Not being familiar with the English language or English culture
- Not being familiar with the educational systems in England (e.g. in some countries, schools expect parents to buy all exercise and text books at the start of the school year)
- No previous schooling due to different starting age in their home country
- Little, no or fractured previous education due to lack of opportunities or instability in their home country
- Different style or emphasis of prior education
- Difficulties managing the transition to a new country
- Isolation and lack of friends and family
- Attendance and punctuality

Welcoming new arrivals

The school ensures that newly-arrived children and their families are warmly welcomed and feel safe and secure in their environment.

Aims:

On arrival at our school, we aim to provide for every pupil and their parents with EAL the opportunity to:

- Feel welcome and supported in our school
- Feel valued and to develop a positive self-image
- Understand the rules and routines of school
- Have an initial assessment of their needs on arrival at school, after a settling period of 2-3 weeks

  These aims will be developed by all teaching and non-teaching staff and coordinated by our EAL Leader Mrs Folan.

Procedure:
1. An initial consultation with parents and pupils is arranged via the school office.
2. Information gathered by the office will determine if an interpreter is required for the consultation. If so this will be arranged by the Head of School as appropriate and the meeting will ensure all background information is gathered via our online Background Information Form.
3. The pupil and parents will be given a tour of the school as part of the initial consultation process.
4. The child will be given a start date for school which allows time for preparation for the child's arrival depending on need. Studies show that if a child is settled in school they make best progress, so preparation should ensure quick settling.
5. A Welcome Booklet is prepared in the parent's home language to take home to read.
6. A class buddy will be arranged who, along with the EAL Leader and with the support of all staff, will help the child learn school and class routines.
7. Initial assessment is carried out using the Bell Assessment Framework. Observations by teaching staff and the EAL Leader will be recorded to monitor the child's progress.
8. The child will be allocated time on the Learning Village to support their development of English language structures that align with our curriculum.

Roles and responsibilities

The Governing body have responsibility for:

- Ensuring the school has a coherent policy for EAL.

- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.

- Monitoring the policy led by the Curriculum and Achievement committee.

- Ensuring the designated EAL Lead has received the appropriate training.

- Ensuring EAL pupils have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.

- Ensuring they receive feedback from the Head teacher regarding the effectiveness of the policy.

The Head teacher has responsibility for:

- Allowing the EAL lead the time and facilities to succeed in carrying out their duties.

- Overseeing this policy and monitoring its implementation, feeding back to the governing board.

The Role of the Class Teacher

- Teachers are responsible for data collection and completion of Tracking and Target Forms to identify needs of EAL pupils.
- Teachers will develop strategies to support English language development, as identified on Tracking Forms. This should include prompts to the teacher on plans across the curriculum.
- Teachers will review tasks and pupil progress with the EAL Leader and monitor these arrangements at regular intervals (each half-term).
- Where an EAL Pupil is also a SEND pupil the general learning difficulties will be referred to in the Individual Provision Plan.
- Relevant CPD will be provided to all staff as necessary and will be delivered by the EAL Leader or outside agencies as appropriate.

The Role of the EAL Leader

The EAL Leader will support staff in the teaching of EAL pupils. This will include:

- Support with planning, demonstration teaching, and support with assessment.
- The EAL Leader is responsible for ensuring that EAL data collection procedures are carried out.
- The EAL Leader will monitor EAL provision across the curriculum.
- The EAL Leader will keep up to date with all relevant training and research/publications relating to EAL and Ethnic Minority Achievement.

Assessment and Record Keeping- English Language Proficiency.

- Assess the child's level of English Language Acquisition using the Bell Foundation assessment framework bands accordingly, A-E.
- Set appropriate targets and share with staff and parents/ carers using the Bell Foundation matched assessment framework targets.
- Liaise regularly with the class teacher and re-assess/ set new targets for the children each term.
- Be responsible for keeping records updated and sharing them with staff.

Monitoring and Recording

Class teacher

- It is the responsibility of the class teacher (with the support of the EAL Leader) to maintain up to date records of EAL pupils in their class whilst they are in their care.

EAL Coordinator

- Where there is no specific EAL Leader, this role is fulfilled by the SENCO.
- The EAL Leader collates information and arranges a baseline assessment for EAL pupils.
- A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Leader.

Special Educational Needs and Differentiation

- EAL pupils are not children with SEND and our school recognises that most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEND provision, in addition to EAL support.
- EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

EAL Teaching and Learning

In writing schemes of work, teachers consider the following questions:

- How can I (or additional adults or other children) model the key language needed?

- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What opportunities are there to explore ideas orally and collaboratively?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing language and literacy?
- Staff use support strategies to ensure curriculum access: (Please refer to **'EAL guide for Staff'** on staff server to see explanations)
- Using peer 'Buddies' (Children who can help and assist child in class through collaboratively learning).
- Making the verbal curriculum more visual (see Visuals)
- Making the abstract curriculum more concrete (see Graphic Organisers)
- Developing interactive and collaborative teaching (see Collaborative Activities)
- Identifying the language demands of the curriculum (oral and written) and provide models (see Modelling)
- Using drama and role play to demonstrate how language is used in real life with a focus on communication (see Drama and Role Play)
- Providing opportunities for exploratory talk (see Collaborative Activities)
- Ensuring home languages are valued and used in school and at home (see Using Learners' First Language Ability)
- Providing opportunities to talk before writing (see Language Drills)
- Supporting through key phrases and structures rather than key words (see Scaffolding)

National Curriculum

- During the first few weeks the class teacher will use the Bell Foundation Assessment Framework grid (or, if younger, the EYFS Framework) to record the child's level of curriculum attainment. This will be done through testing/ observation and outcomes
- If the pupil is in KS1 or KS2 but is working well below Age Related Expectations (ARE), the teacher may choose to record their attainment using the Pre-Key Stages (PKS)
- The teacher will set appropriate curriculum targets and share with child and parents/ carers
- The teacher will take responsibility for updating records and curriculum targets each term. These will be discussed with SLT (Senior Leadership Team) during regular PPM's (Pupil Progress Meetings).

Resources list
- Dual language dictionaries (Please see SENCO for books or if additional languages are needed)
- Bilingual stories and books (Please see SENCO if additional languages needed)

- Pictures and simple phrases which indicate if the child is thirsty, feeling sad, sick, needs a pencil, needs to go to the toilet etc (saved on server)
- Twinkl noun/ verb/ adjective flashcards, word mats and matching activities (saved on server)
- Colorful Semantics
- Basic literacy and numeracy games (Please see SENCO)
- Barrier games (Please see SENCO)
- Peer support, including Buddy System
- Interventions by our school – Racing into English

Useful IT programs:
- Google Translate
- Website: EAL Nexus (EAL theory used to help draft this document and search engine for resources linked to topic and age range)
- You Tube (Lots of useful videos – including learning basic phonics)
- Communicate in print (A program that turns words into simple visuals)
- BBC Bitesize – grammar exercises for EAL learners
- British Council's Learn English Kids
- Twinkl

Useful IT programs for understanding teaching of basic literacy
- https://www.youtube.com/watch?time_continue=6&v=IwJx1NSineE&feature=emb_logo
- https://www.oxfordowl.co.uk/for-home/oxford-owl-videos/phonics-videos/

Useful IT games for basic literacy
- https://www.education.com/games/alphabet/.
- http://www.letters-and-sound.com/phase-2-games.html
- http://www.letters-and-sound.com/phase-3-games.html
- http://www.letters-and-sound.com/phase-4-games.html

Useful APPS
- Hairy letters
- Funimal phonics
- Forest phonics
- Phonics Tic Toc, Toe
- Pre-school 1st words (colours, shapes, food, transport, wild animals, pet animals, weather, at home, clothes)

Parents/Carers and the Wider Community
- Parents should be made to feel welcome and valued in the school and the community – they could be invited in to share knowledge about their culture or religious festivals, help out on school visits etc
- Parents/ carers should be encouraged to continue reading with/ talking to their children/ discussing the school day and learning in their home language
- Parents/ carers should be kept informed of child's targets so they can support from home
- Parents/ carers may want to support their children by translating school resources in advance of lessons

- When appropriate and possible, written information should be translated (eg letters/ information regarding school events)

Staff Development
The school enables all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.
The School Improvement Plan incorporates action plans and reviews relating to raising the achievement of ethnic minority/EAL pupils.

Monitoring and review
- All staff are responsible for implementing this policy.
- The EAL Leader will collect and analyse EAL data.
- The EAL Leader will review this policy and report any changes to the Headteacher and staff.