

# EAL Policy

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**CAPTAIN WEBB PRIMARY SCHOOL**

Curriculum

## Document History

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Written by – K Wootton

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## **1. Introduction and Mission Statement.**

This policy is a statement of Captain Webb Primary School's aims and strategies in regard to meeting the needs and celebrating the skills of EAL pupils, helping them to achieve their full potential.

At Captain Webb Primary School, we welcome children, their parents and carers into a friendly, happy and hardworking environment where respect for others and positive attitudes towards work and behaviour are encouraged and nurtured.

All pupils need to feel safe, accepted and valued in order to learn. 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 and education against racism and promoting language awareness.

## **2. Aims and objectives.**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language, therefore raising pupil achievement and aspirations.

Our aims:

- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.
- To provide any newly arrived children with a safe and welcoming environment.
- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To ensure that all children's languages cultures and identities are celebrated.
- To work with parents of EAL learners and ensure language is not a barrier to effective partnership.

## **3. Key principles of English as an additional language.**

### **What is an EAL learner?**

The Department for Education defines English as an additional language as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

### **Key Principles of additional language acquisition**

Our school understands that in order to achieve their full potential, the support and development of EAL children is a whole school commitment. We understand that early language acquisition is key to the success of EAL children.

We have strong foundations in reading and language and believe our school philosophy has this at its core. Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks 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.

Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly (BICS), the level of language needed for academic study (CALPS) is much deeper and more detailed and can require continuing support for up to seven years. We understand that 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.

We understand that communication is the main principle for EAL pupils in all lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience.

#### **4. Teaching and Learning**

Curriculum access for all children at Captain Webb Primary School follows the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We do withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English. Those pupils new to English will follow a 12 week language acquisition programme, devised alongside the Multicultural Development Team, which aims to support pupils' understanding of survival vocabulary. This will support and complement their learning in the classroom.

EAL pupils may be supported by a teacher or TA in the classroom to complete their work.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- providing bilingual support to extend vocabulary.
- ensuring that visual links to new vocabulary are shown to the children.

#### **Within KS1 and KS2:**

- Teachers ensure that all pupils have access to the full National Curriculum with differentiated work for EAL pupils planned where necessary.
- Appropriate expectations of EAL learners are set and pupils are encouraged to contribute.
- The progress of all learners is monitored and EAL pupils are set appropriate and challenging learning objectives and targets.
- Teachers recognise that EAL pupils may need more time to process answers.
- Key language features of each curriculum area, e.g. key vocabulary, structures and text types, are identified and included in planning. These can be pre-taught to EAL pupils to support vocabulary acquisition. Children are given vocabulary mats using the widget software for foundation subjects.

- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Teaching and staff and peers model good language where possible.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils with EAL to participate in lessons.
- Additional visual support is provided, for example through use of vocabulary displayed on working walls, posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided including repetition, modelling and vocabulary explanation.
- • Scaffolding is provided for language and learning such as through the use of talk frames, word lists and writing frames.
- Accessible texts and materials that support pupil's language/cultural needs e.g bilingual books/ artefacts are provided wherever possible. Bilingual widget sheets are given to children in KS2 where their English proficiency level is A or B.
- Use is made of accessible texts and materials that suit both children's ages and levels of learning.
- • Use of buddy system through out school with older pupils speaking the same language being introduced to younger pupils.
- In grouping and collaborative tasks, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English.

## 5. Assessment

A pupil's needs should be identified during the admissions process. The Admissions Officer will collect information about pupil's additional language needs and this will be passed to class teachers. This will be held centrally on the school's system and kept up-to-date by the EAL Co-ordinator. Where necessary, a meeting with the pupil's teacher and parents/carers will be held to support the school's efforts to meet the child's individual needs.

Teachers use EAL assessment and school summative data to inform teaching and planning. Teachers will use the Bell Foundation EAL Assessment Framework to help them provide accurate levelling of a child's proficiency in speaking and listening, read and writing. If there is a need, the teacher can work in conjunction with the EAL co-ordinator and/or the Multicultural Development team. **(See Appendix 1 for the Bell Foundation definitions of development that teachers/EAL co-ordinator use)**. Children will be assessed at the end of Autumn term and Summer Term. EYFS will use the Babcock EYFS tracker to assess the level of English proficiency of their children.

For those pupils new to English, additional language learning opportunities will be planned for and a 12-week plan will be provided. The school has a service level agreement with Telford and Wrekin Council's Multicultural Development Team, who are available to support with EAL assessments, observations and target setting. Such assessments are organised by the EAL Co-ordinator, in conversation with class teachers and support staff. Where it is felt that other factors, aside from EAL, are impacting on a learner's progress, they are accessed in their first language if possible, through MDT.

Progress in the acquisition of English is regularly accessed and monitored through observations, assessment, tracking and analysis of language samples. Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition, for example the initial 'silent' period.

## 6. Special Educational Needs & Disabilities and Gifted & Talented provision

The school identifies the distinction between EAL and SEND: most EAL learners needing additional support do not have special educational needs. Should SEND be identified, however, support will be provided by the school SENDCo and the EAL pupil will have access to the school's SEND provision.

## 7. Resources

EAL learners have access to appropriate material, such as:

- Dual language books where possible
- Dictionaries
- Key word lists and word banks made using Widget software.
- Visual resources, such as websites, videos, maps and visual timetables

## **8. Parents/carers and the wider community**

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers
  - using translators and interpreters, where appropriate and available, to ensure good spoken and written communication. The newsletters and key information is placed on school dojo which has a instant translation function so that parents can access our school information in their home language.
- 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. Each classroom has a welcome message for all of the different languages that will be found within the classroom.
- helping parents understand how they can further support their children at home, especially by continuing the development of their first language.

## **9. Key responsibilities of EAL Co-ordinator and staff**

Captain Webb Primary School EAL Coordinator aims to work with all members of staff, parents/carers and partnership agencies to ensure that EAL provision in the school is at the highest standard possible. The key responsibilities ensure that the co-ordinator will:

- liaise 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.
- understand what constitutes excellent EAL provision and provide advice on EAL teaching
- carry out an annual EAL audit, write an action plan and share the EAL vision with stakeholders (all staff, parents, governors and children)
- keep abreast of educational guidance and EAL issues
- manage the induction of EAL learners and monitor EAL arrivals and leavers (some induction roles may be delegated)
- monitor teaching, learning and assessment
- collect and analyse EAL data and advise on EAL development priorities
- manage some whole school EAL resources
- maximise opportunities for staff professional development
- promote a school environment that celebrates diversity
- promote positive relationships with parents of EAL learners

## **Monitoring, review and evaluation of policy**

This policy to be reviewed September 25 basis by EAL Lead

## Appendix 1

### EAL Definitions of Development: (According to the Bell Assessment).

- **New to English [Code A]:**

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

- **Early acquisition [Code B]:** 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.

- **Developing competence [Code C]:**

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.

- **Competent [Code D]:**

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.

- **Fluent [Code E]:**

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.