

EAL Policy

January 2025

Policy leader	Kelly O'Hare
Governor	David Smith
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Rationale

Woodnook Primary School is committed to making good provision of teaching and resources for pupils who have English as an additional language or are bilingual, and for raising the achievement of ethnic minority pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Our aims

In order to raise the achievement of our ethnic minority pupils, we aim to provide:

- Equality of educational opportunity for all;
- Support for children for whom English is an additional language and for those who are at particular risk of under-achieving;
- Communication and help for parents in supporting their children;
- Communication with pupils on their progress and targets for improvement;
- Opportunities, where appropriate, to use a child's knowledge of their home language to support learning across the curriculum;
- A stimulating working environment and a broad curriculum which will motivate learning

School/class ethos

Within Woodnook Primary School we practise a whole school and class ethos through:

- Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult;
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another;
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate. Providing and targeting appropriate reading materials that highlight different ways in which English may be used;
- Allow pupils to use their mother tongue to explore concepts;
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained);
- Group children to ensure that EAL pupils hear good models of English;
- Use collaborative learning techniques;
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explain how speaking and writing in English are structured for different purposes across a range of subjects;
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Access and support

For all children to have the opportunity to access the same learning experience within our school:

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning.

Resources, projects and displays in the school reflect and celebrate the multi-cultural backgrounds of the pupils;

- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding;
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus

Foundation Stage

In the EYFS pupils learning English as an additional language through:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Providing support to extend vocabulary;
- Providing a variety of writing in the children's home language as well as in English, according to their needs;
- Providing opportunities for children to hear their home languages as well as English as appropriate

EAL Coordinator

The EAL coordinator is responsible for:

- Collating and monitoring the progress of children with support from designated TAs;
- Gathering information on new pupils with EAL, with support from Learning Mentors and induction process;
- Ensuring parents and staff are aware of the school's policy on pupils with EAL;

- Ensuring relevant information on pupils with EAL reaches all staff;
- Ensuring training in planning, teaching and assessing of EAL learners is available to staff;
- Ensuring targets for pupils learning EAL are set and met;
- Ensuring effectiveness of the teaching of pupils with EAL is monitored and assessed regularly;
- Overseeing initial assessment of pupils' standard of English as necessary;
- Giving guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate;
- Monitoring progress and identify learning difficulties that may be masked by EAL. To keep up-to date with new initiatives and resources;
- Seeking support from outside agencies, where necessary

Class/subject teacher

The class/subject teacher is responsible for:

- Being knowledgeable about pupils' abilities and needs in English and other subjects;
- Using this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Teaching Strategies Staff

Use a range of support strategies to ensure curriculum access:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support- repetition, alternative phrasing, peer support;
- Additional visual support, e.g. posters, objects, non-verbal cues, pictures, demonstration, use of gesture, etc;

- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- Writing frames, directed activities related to texts. Opportunities for role play;
- Pupils receive regular feedback from staff;
- Opportunities are taken to focus on the cultural knowledge explicit or explicit in texts;
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate;
- Where possible, learning progression moves from concrete to abstract

Special Educational Needs and More Able Pupils

At Woodnook Primary School we recognise that most pupils who are learning English as an additional language do not have special educational needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. In which case, they will also receive equal access to our school More Able provision.

K O'Hare January 2025