

Moons Moat First School

EAL Policy

The Focus of these Guidelines

These guidelines are concerned with bilingual pupils who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes. These pupils come from a wide variety of language and literacy background. Some arrive at school having had a certain amount of exposure to the English language and the local culture in Britain; others are newcomers to both.

Values

All bilingual EAL pupils are entitled to equal opportunities of educational success in an inclusive environment

At Moon's Moat First School we believe that we have a responsibility to provide a broad and balanced curriculum for all pupils. When considering the needs of EAL children we aim to:

Set suitable learning challenges

Respond to pupils' diverse learning needs

Overcome potential barriers to learning and assessment for individual and groups of pupils

Goals

This School's EAL provision aims to promote pupils' development in the following areas within the whole curriculum:

- Knowledge and skills to use English to communicate with others in a variety of social and curriculum contexts
- Knowledge and skills to use English to understand and produce a variety of spoken and written texts
- Knowledge and skills to use English grammar for communicative purposes
- Knowledge and skills to use communication and literacy strategies to enhance understanding and to express meaning clearly

Principles

Language learning is a complex process. The development of language knowledge and skills, and learning in a wider sense, are interdependent. One of the most powerful motivations for language learning is the need to communicate in real situations. The mainstream classroom, when appropriately organised and resourced, is a stimulating environment for language development.

Individual pupils' development will depend on a context specific combination of personal, maturational, social and academic circumstances. From the point of view of effective teaching in the mainstream classroom, the following are essential principles:

- This school acknowledges that while additional language acquisition may take place in stages, individual pupil progress is not necessarily linear; for some pupils the stages may be overlapping or recursive
- This school takes account of the pupils' current general and language (any and all) knowledge when devising teaching and learning activities and setting achievement targets in the different areas of the curriculum
- This school provides opportunities to communicate in English for educational purposes (focus on meaning) as well as to learn and rehearse specific language items and rules of use where necessary (focus on language form and pragmatic use)
- This school provides a physically and socially safe and non-threatening learning environment which offers comprehensible, interesting and stimulating curriculum-based challenges
- This school offers a range of teaching and learning activities to meet the curriculum content demands and individual learning styles and preferences

Classroom Practice

Classroom Organisation, Communication and Interaction

Teachers at this school will:

- Provide a variety of comprehensible language stimuli such as curriculum – focused teacher talk, other classroom talks (by teacher and peers), audio and video materials, written and printed information and realia (realia – real objects photographs etc.)
 - Encourage pupils to use English by generating opportunities for active participation in teacher-pupil interaction and in group work situations
 - Assign specific roles in group activities to ensure active participation
- Encourage pupils to develop communication strategies such as asking for clarification
- Monitor teacher's own language use, making sure that both formal talk and other uses of classroom language are comprehensible and well supported by realia and graphics where appropriate
 - Be aware that some teaching and learning practices presume monocultured background and adjustment may be necessary
 - Provide specific target time for newly arrived pupils with EAL needs
 - Be aware that the acquisition of academic language may take up to 7 years, before being on a par with their English speaking peers
- Social language development is normally acquired within two years

Curriculum based Language Learning

Teachers at this school will:

- Provide a variety of curriculum activities using appropriately adapted material (where necessary to suit the pupils' language learning needs) such as problem-solving procedures, observation, hands-on, activities, experiments, outside visits, group and pair work and interactive IT activities
- Encourage the use of pupils' first language where possible and beneficial, when building concepts and negotiating content-related meaning
- Teach topic – or subject-relevant vocabulary, structures, study skills and strategies where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills

- Provide good language role-models for social interaction in learning activities
- Provide explicit spoken and written curriculum-specific language models where necessary, for pupil language use with reference to register and text-types

Teaching and Learning Ethos

Teachers at this school will:

- Ensure that all pupils are provided with appropriate language and learning support in classes or groups/sets which provide a secure but intellectually challenging learning environment
- Involve pupils in the planning of short term goals
- Support language development through informative feedback on grammatical accuracy, social rules of use (formability, politeness etc.) and discourse level text features (narrative, report etc.)
- Help pupils to become aware that language use varies according to audience and social context and that language learning is a never-ending progressive development
- Promote language and study skills to enable pupils to become independent learners through collaborative learning
- Secure parental/carers support and participation in the pupils' learning where appropriate

School Practice

Language and Learning Support

This school will ensure that:

- Language and learning needs of pupils are reflected in the school development plan with the necessary budgetary and staffing provision for language support
- Curriculum planning takes full account of the support requirements of the EAL pupils
- Curriculum-related language and learning outcomes are identified

Development of Specialist Language Staff

This school will ensure that:

- Both classroom and specialist teachers within school have equal, and are seen to have equal responsibility and entitlement in school
- There is a named member of staff with responsibility for EAL pupils
- There is time for joint mainstream-specialist review, planning and evaluation of work
- There is monitoring of the effectiveness of the provision of EAL pupils
- When necessary, Access and Inclusion (LST) Key stages 2 to 4 inclusive and Cultural Diversity/E MAS Foundation/Key stage 1 are contacted for advice

Record Keeping, Information Transfer and Assessments

This school will ensure that:

- All relevant pupil information collected in the admission and induction stages are disseminated to the teaching staff concerned without delay
- Accurate and up to date pupil profiles and records of achievement are kept including information on first languages and prior educational experience e.g. for example, EAL language descriptors
- Where EAL pupils also have additional special educational needs there is a mechanism for the information concerning assessment and support to be passed on to all staff concerned

EAL and SEN

This school will ensure that:

- Very able EAL pupils are recognised and supported appropriately
- A distinction is made between pupils who are learning English as an additional language and pupils who are learning English as an additional language and have special educational needs
- There is time for SENDCo and EAL staff to work together to respond to the requirements of the EAL pupils with SEN

INSET

This school will ensure that:

- There is provision of staff INSET on second language acquisition and staff have opportunities for professional development
- There is awareness of INSET provided by the Local Authority

Participation of the Parents of Pupils with EAL in School Activities

This school will ensure that:

- There is active promotion of parental involvement by removing barriers to access to school information and events through, e.g. translation and interpretation services
- Home-school liaison work is clearly and explicitly stated in the job description of relevant staff where appropriate

Safeguarding / Child Protection

All staff and Governors have received appropriate safeguarding and child protection training (September 2025). All staff have read the following:

- Keeping Children Safe in Education 2025
- What to do if you're worried that a child is being abused
- Staff Code of Conduct
- Safeguarding and Child Protection Policy

Other related policies have been signposted such as Working Together to Safeguard Children, Anti-Bullying, Anti-Cyber Bullying Policy, Behaviour Policy, Critical Incidents, Health & Safety etc.

Staff working with children should maintain an attitude of '*it could happen here*' where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act upon them immediately. They should follow the school's policy and procedures and speak with the Designated Safeguarding Lead (Miss Crawford) or one of the Deputy Safeguarding Leads (Mrs Kelly, Mrs Moorhouse or Mrs Lawrence). In the absence of these staff members, a member of the SLT should be contacted. All concerns should be acted upon and recorded on CPOMS.