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Together we grow at Newport Primary School

EAL Policy

English as an Additional language Policy

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EAL (English as an Additional Language)

Introduction

The purpose of this policy is to outline Newport Primary Schools approach to identifying, supporting and educating the needs of children who are classified as having English as an Additional language (EAL). Moreover, this policy will also inform members of staff about potential barriers to learning for EAL children and provide information about the wider picture of EAL children in UK schools.

Our schools seeks to ensure that all children are enabled to have access to our broad, balanced and relevant curriculum. English is best learnt through the curriculum, all children will be encouraged to play a full part in all the learning opportunities we provide. EAL learners will make the best progress within a whole school context, where children are educated alongside their peers. However, there will also be opportunities for 1-1 or small group work focusing on specific skills e.g. phonics. The school values diversity and our overall inclusive ethos will ensure that children are integrated and welcomed into our school community. Bilingualism and knowledge of other cultures is viewed as positive and a life enriching asset that is to be celebrated.

Definition

In defining EAL we have adopted the following definition:

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' DfE 2019

For our school this includes children who are fully bilingual and those who are at different stages of learning acquisition. An EAL child may be:

- Newly arrived from a foreign country and has/has not attended school
- Newly arrived from a foreign country, but has attended an English-speaking school
- Born abroad, moved to the UK at some point and is now starting school or
- Born in the UK, but in a family where the main language is not English

Context of our School (January 2025)

- Languages spoken by children at this school are; English, Dari Persian, Russian, Telugu and Turkish
- 3.70 % of our school population currently have English as an additional language
- 33.3% of our EAL children do not speak English at home with their families Not known
- 66% of our EAL children who also qualify for Pupil Premium Grant funding

National Context

The [Education Policy Institute](#) provides an annual report on the wider picture of EAL children across UK primary and secondary schools.

Aims

This policy aims to raise awareness and to support the planning, organisation, teaching and assessment, use of resources and strategies to meet the needs of all EAL children. As a school we will work together to:

- Provide our EAL children with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- Ensure equal access to the curriculum through high quality teaching
- Help children to speak, understand, read and write English
- Support the continued use of children's home language
- Assess and monitor regularly which will inform teaching
- Be proactive in removing barriers to learning that prevent children fulfilling their potential, ensuring success
- Ensure that EAL children are not inappropriately labelled as SEND children or considered low ability
- Acknowledge individual strengths and celebrate cultural identities
- Provide an environment which celebrates diversity and support English language learning
- Work with EAL parents and ensure that language does not become a barrier to an effective and supportive partnership
- Provide partnerships beyond the school to improve provision and support for EAL learners
- Actively engage with support networks, charities etc that will provide a supportive network and provision around EAL families
- To develop staff expertise so that they are knowledgeable and skilled in supporting the learning of an EAL child and understanding how to support their pastoral needs
- To develop effective and purposeful monitoring, evaluation and review systems for those identified as EAL.

Risk Factors

It is imperative that all staff are aware of potential risk factors to a learner's academic achievement.

- **Proficiency in English;** learners may be at any stage of developing English language proficiency, from new to English to completely fluent. Research has shown that those who are fluent in English will achieve significantly higher in national assessments than those who are not. Proficiency may also provide an indication of the level of need for support
- **Point of arrival into the English school system;** learners may have been born in the UK or arrived at later points. Those EAL learners who have arrived into the school system in EYFS or KS1 are more likely to reach the national expected standard at the end of Year 6. Those who arrived during KS2 may not have the same successes. The experience of an individual's education prior to starting our school will also have an impact on their successes and must be taken into consideration. The UK education system may also vary in terms of structure, age groups, resourcing, technology, styles of teaching and expectations when comparing the school settings to children's 'home countries'. Learners and their families will all have different experiences of and attitudes towards education.
- **First Language;** learners who use EAL are a linguistically diverse group; more than 300 languages are spoken by children in the English education system – Gujarati and Arabic being the languages spoken the most in England after English. In our school at the time of writing this policy there are 4 different languages spoken in addition to English with 162 children on roll. Research has shown that there is a clear correlation between the language spoken and academic achievement. Chinese and Tamil speakers are linked to higher academic achievement. Speakers of Pashto, Punjabi, Turkish, Portuguese, Czech and Slovak are less likely to reach the national averages. It should be noted that the English language is closer to some languages in terms of phonology, graphology and grammatical foundations, and therefore may impact on the speed of language acquisition.
- **First Language Proficiency;** some learners may speak and write several languages while others may have limited literacy in their first language. This can be the same for other family members. Research has shown that bilingual and multilingual learners, given the opportunity to develop all their languages, can gain an advantage over their monolingual peers in terms of cognitive control, expanded communication skills, enhanced wellbeing and academic success (Evans 2018).
- **Social Class and Economic Status;** The reasons for people moving to the UK are vast, from seeking refuge from war to economic migration. Learners may therefore come from either a highly privileged background or have suffered discrimination and poverty.
- **National, ethnic and cultural background;** learners may or may not be British citizens. Young people from the same country of origin as each other may be from very different ethnic or cultural groups within that country. EAL children from specific ethnic groups are substantially more at risk of underachieving than their peers from the same ethnic group but with English as their first language. These are children from the white other, Black African and Pakistani ethnic group. Learners who use EAL are also a large group in terms of ethnicity 33.9% of pupils in primary schools are recorded as being of a minority ethnic background. Religion is another area of diversity; learners may have a non-religious belief, or a nominal religion or belief or a religious faith that is central to their lives.
- **Academic Ability;** learners may have SEND, or may be more academically able
- **Support Networks;** some learners may have a lot of support from family, friends and the community, while others may be more isolated.

- **Experience of Life in the UK;** Experiences vary a great deal, both positive and negative. Individuals may have experienced racism, hate crime and/or bullying.

Curriculum Access

All children at Newport Primary School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with EAL do not follow a separate curriculum or produce separate work unless specifically planned for them via targeted intervention. At times the staff may see it appropriate for EAL children to be withdrawn from class for short periods of time to focus on specific English language acquisition targets in either 1-1 or small group work scenarios. These interventions will also be well planned, reviewed and monitored frequently, assessed and further teaching plans will then be put into place.

In the Foundation Stage we plan opportunities for children to develop their English and will provide adult support to help them engage in these activities with their peers. The Foundation Stage, by its nature and ethos will help EAL children to acquire English by:

- Building on children's experiences of languages at home and in their own wider communities
- Providing a range of opportunities for children to engage in speaking and listening activities with peers and other adults e.g. Time to Talk
- Providing bilingual support to extend their vocabulary

Assessment

We use the Bell Foundation resources to measure starting points for all EAL learners. We endeavour to complete assessments within the first three weeks of a child's arrival into our school. However, we will make considerations to this timescale if necessary. Children are assessed in listening, speaking, reading, viewing and writing. Each area is banded A to E. These assessments will complement the National Curriculum or EYFS Development Matters levels.

We will carry out ongoing monitoring of assessment and progress in line with our school policy. EAL children will be specifically discussed at termly Pupil Progress Meetings.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an Additional Language. If a child arrives into our school setting in Year 5 they are not required to take part in the End of Key Stage 2 statutory assessments (SATs).

EAL children with SEND

Should SEND be identified, EAL children have equal access to the SEND provision. All EAL children will be entitled to One Plan meetings, access to Educational Psychologists and other outside agencies.