



# St. Thomas' CE Primary School

## EAL Policy

Updated by Julie Rowles  
2024

September

Approved by Governors  
2024

7th October

Review Date  
2026

September

This policy is a statement of our school's aims and strategies to ensure that all

EAL pupils fulfil their potential at St Thomas' CE Primary School.

### **Introduction/Mission statement**

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 pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

### **Aims of Policy**

This policy aims to raise awareness of the school's obligations and to support the 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 (EAL) and so to raise pupil achievement.

### **Context of school**

At our school there are currently pupils who are learning English as an additional language.

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this

is Mrs Julie Rowles who has taken on this role from September 2020.

### **Role of the EAL Coordinator**

- Ensure the induction process for new arrivals is in place and followed.
- **Oversee initial assessment of pupils' standard of English as necessary and seek support with bilingual assistants when needed.**
- Give guidance and support to class teachers to set targets and plan appropriate work
- Monitor standards of teaching and learning of pupils with EAL throughout the school year.
- Monitor progress and identify learning difficulties that may be masked by EAL
- Liaise with SEND teacher if necessary
- Keep up to date with EAL strategies and issues
- Arrange for translators as needed
- Ensure tracking systems are in place within school - Nassea

- Ensure resources and displays reflect the cultural diversity of the school.
- Attend EAL Training within the authority
- Arrange training and support for staff within school linked to the needs of EAL learners within school.

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

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- 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.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. This will be provided through our Narrative Immersion approach used throughout school.
- 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.
- A clear distinction should be made between EAL and Special Educational Needs.

### **Assessment**

- All EAL pupils are entitled to ongoing assessments as required.
- The Ethnic Diversity Service (EDS) may be requested to visit school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the Nassea tracking system. Assessments take place twice a year as agreed by the SLT.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **Planning, Monitoring and Evaluation**

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language. (NASSEA tracking system completed throughout the academic year )
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- Religious celebrations - Children are given a broad diverse curriculum linked to different religious celebrations.

### **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

### **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with a wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of a first language.

- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Our aim at St Thomas' is to ensure that all EAL children have access to a stimulating learning environment and curriculum and that any barriers to learning are supported so that all children can reach their full potential.