

EAL POLICY



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Grange Park Primary School English as an Additional Language (EAL) Policy

Everyone at Grange Park Primary School has the right to an outstanding education. It is our aim to ensure that every child learns to the best of their ability within the ethos of the school. This policy is a statement of Grange Park's aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction

Grange Park Primary School recognises that each person is unique in their qualities, personality, dreams, aspirations, skills, and struggles. Inclusion is about recognising that no one is any better than anyone else and that all are welcome. It is our aim to create an inclusive environment where EAL pupils can thrive and become part of the school community. Grange Park expects its pupils to become confident language users, who explore and appreciate the richness of language to achieve their full potential personally, socially, emotionally, and academically.

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 can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum, and education against racism (Refer to school's racism procedure).

A child will be recorded in school as having EAL if: they are exposed to a language at home that is known or believed to be other than English. These may include:

- Pupils arriving from other countries whose first language is not English.
- Pupils who are fluent in English and an additional language is spoken at home.
- Pupils who have been born in the UK but do not speak English at home.

Aim

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 (EAL); therefore, raising pupil achievement and aspirations. This is in line with the requirements of the Race Relations Act 1976.

1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

Objectives of the EAL Policy

1. To assist all EAL pupils to become fluent English speakers as quickly as possible.
2. To assist and support all EAL pupils in their acquisition of English language skills.
3. To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
4. To develop rigorous monitoring, evaluating and review systems.

The Context of Grange Park

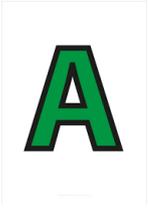
At Grange Park there are currently 131 EAL students, which is approximately 36% of the school population. These students are representing over 30 different languages (our nursery is included in these figures).

In assessing the nature and extent of the pupil's grasp of English, the following methods may be used:

- Information from the induction form.
- Information from discussions with parents/guardians.
- Information from the previous school.

Proficiency framework

The Department for Education uses the following EAL classification codes. Grange Park will use a 'best fit' judgement when deciding proficiency levels for children on the EAL register, using assessment and discussion with teachers.

 <p>A New to English</p>	<ul style="list-style-type: none"> • Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings. • Show emerging competence in basic oral expression. • Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English. • Demonstrate competence in managing basic, simple and isolated phrases. <p>Learners working at band A will require considerable support to access curriculum content.</p>
 <p>B Early Acquisition</p>	<ul style="list-style-type: none"> • Show a developing autonomy in processing speech. • Show emerging competence in the ability to respond verbally in interactions with others. • Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning. • Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations. <p>Learners working at band B still require a significant amount of EAL support to access the curriculum.</p>
	<ul style="list-style-type: none"> • Show developing independence in the use of basic listening skills needed to engage with learning. • Demonstrate emerging competence in spontaneous expression and communication. • Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.

	Developing Competence	<ul style="list-style-type: none"> • Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts. Learners working at band C will require on-going EAL support to access the curriculum fully.
	Competent	<ul style="list-style-type: none"> • Apply listening skills over an increasing range of contexts and functions. • Demonstrate competence in producing more varied and complex speech in a wider range of contexts. • Engage with curriculum related reading activities independently and productively in different subject areas. • Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar.
	Fluent	<ul style="list-style-type: none"> • Demonstrate confidence in writing accurately and independently in a variety of genres. • Engage with curriculum-related reading activities independently and productively in different subject areas. • Show competence in fluent, creative use of spoken English. • Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.
	Not yet assessed	This may only be used for new pupils who enter schools just before census or where a pupil is still settling in.

Assessment

Children identified as having EAL will be assessed at the start of each academic year using Flash Academy. Children who score between A-B on the proficiency scale will then receive login details to begin an immediate English intervention online - their progress and usage of the app is closely monitored by the EAL coordinator. These children will then be reassessed after an appropriate amount of time has passed since the previous assessment. This app is able to translate to most languages currently spoken at Grange Park to support parents/guardians.

Record Keeping and Monitoring

The EAL register contains the following information:

- Student's name and tutor group
- Languages spoken at home
- Country of birth
- Student Nationality
- EAL proficiency level (if assessed)
- Any notes provided from child/teacher/home

A copy of the register is kept on the shared drive under EAL.

Provision

Provision encompasses curriculum-planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

- EAL pupils will be provided with opportunities to make good progress.
- EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language; we will support language development at home and support children in reaching a good standard in English.
- Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.
- Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.
- Teaching staff will have regular discussions with the SENCO to identify pupils who may, additionally, have SEND.
- Being aware of the difference between social language skills and those specific to academic achievement.
- Language enriched teaching - teachers are expected to differentiate their lessons according to the needs of their students. When teachers have EAL students in their class, they should support them through a variety of strategies, such as revision of key words, using visual cues, printing instructions for students, translating instructions, where appropriate, and including oral work in every lesson.
- Teachers are also encouraged to accommodate the 'silent period' that a lot of New Arrivals go through and allow these students to write in their first language when they first arrive (if appropriate and if able), to allow them to settle in.
- Teachers are provided with a proficiency framework flowchart which consists of: EAL learners in their class, their proficiency scale which was obtained from their assessment and suggestions of how to support these learners in class.
- In class support - most targeted EAL students will receive additional support from Learning Support Assistants (TAs) in some of their lessons. The TA provides the students with guidance, encouragement, and strategies to improve their English language skills.
- EAL students working at Stage A should be 'buddied up' in lessons so they have good role models within the class who can show good use of the English language.

Inclusive practice

At Grange Park, we are 'proud to shine' and this is shown and celebrated in lots of different ways. We take a proactive approach to not only tolerating but embracing and respecting the rights of others.

- We encourage parents/guardians to inform school of any languages spoken at home.
- Translated letters available on request and face to face conversations with parents who may face a language barrier.
- Different ways learners say 'hello' is clearly displayed in each classroom.
- Establish strong links with families by ensuring families have a voice within school.

- Invite families to events such as assemblies and celebrations of cultural and religious events.
- Help to raise awareness of services that may be available (support with benefit claims, community groups etc).
- Parents have translated our school motto, and this has created a warm welcome at our school entrance. Flags of all countries our community is from are also on display here.
- Regular discussions about different cultures, languages, and ethnicities through stories, songs etc.