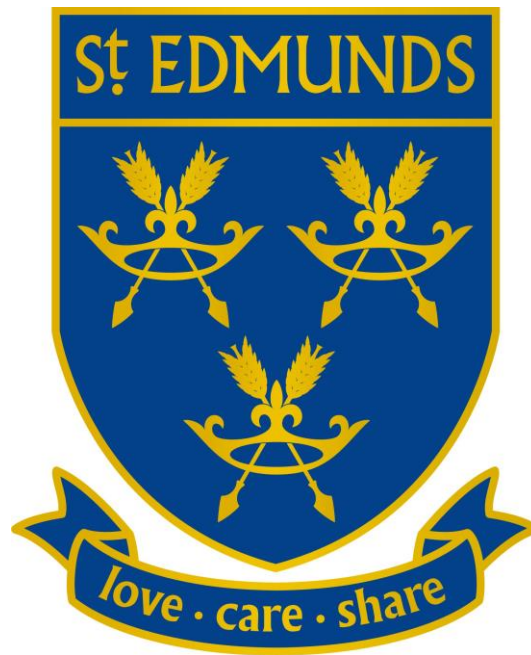


St Edmund's Catholic Primary School



EAL Policy

April 2021

The policy below has been reviewed in light of the Covid-19 pandemic. Amendments will be numbered and listed at the bottom of the document.

Contents:

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Introduction and aims

Definition of EAL:

English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects.

EAL learners share many similar learning needs with learners whose first language is English. However, it must be taken into account that EAL pupils are learning through another language and come from cultural backgrounds which may have different understandings and expectations of education, language and learning. This will have an impact on their education and at St. Edmund's we aim to fully support EAL pupils on their learning journeys. At St Edmund's we have approximately 65% of pupils who have English as additional language. Most of the population is static although there is some mobility.

This policy aims to:

The aim of this policy is to ensure that we welcome and value the cultural, linguistic and educational experiences which EAL pupils bring to this school. We celebrate the fact that many of our children are exposed to more than one language and encourage the development of fluency in one's home language or languages. We are committed to maintaining the bilingualism or multilingualism of our pupils and recognising the ethnic backgrounds of all our pupils.

Legislative requirements and non-statutory guidance

This Policy is written with reference to:

Department of Education
Department of Education: Teachers' Standards
Statutory Guidance: National Curriculum in England
Education Inspection Framework

Roles and responsibilities

Subject Leader

EAL Leader

- To monitor the teaching and learning of pupils with EAL
- To assess, monitor and record EAL pupils' progression
- To advise on the implications of general assessment, target setting and strategies
- To ensure new arrivals with EAL are supported to feel secure and welcomed

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

The governing board

Curriculum governors will review this EAL policy in conjunction with the Head teacher and monitor the policy's effectiveness.

Teachers

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

Curriculum planning

Our curriculum reflects the ethnic, cultural diversity of our community. Children are exposed to various experiences and learn about many cultures and people from various backgrounds. Examples are the study of significant individuals in Science, Art, Music and History, where children find out about individuals such as Mae Jameson, Mary Seacole, Stormzy, Anne Frank.

Much of the children's learning is enriched because of the many cross-curricular links and the importance that we put on culture capital at St Edmund's.

Teaching and Learning

Effective English language development learning takes place by:

- Providing EAL learners and those who are International New Arrivals with a safe and nurturing environment
- Providing equal access to high-quality teaching by ensuring any learners falling behind get the support they need
- Recognising bilingualism and multilingualism are an asset, so encouraging and promoting the development of a child's first language
- Acknowledging individual strengths and celebrating cultural identities
- Working with parents of EAL learners and ensuring language is not a barrier to effective partnership by providing ESOL adult classes and by providing interpreters and translations where possible.
- Ensuring cognitive challenge is kept appropriately high and so children are grouped according to cognitive level rather than English language level
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use) – this is acknowledged

and work is done to ensure that self-confidence is maintained and developed so that children move on to the next stage of language acquisition as quickly as possible.

- Teachers to enable children to have access to the content and language of the lesson. This could be through the use of repetition, body language, prior knowledge/pre learning, visual aids, and real objects, children feeling comfortable enough to risk and make mistakes; ensuring that EAL pupils hear good models of English and by using collaborative learning techniques.

Assessment

The EAL Leader is responsible for maintaining a register of pupils who have English as an Additional Language and the various ethnic groups represented among the pupils.

Class teachers with the support of the EAL Leader measure English language competence according to the following levels of proficiency in English:

A New to English

B Early Acquisition

C Developing Competence

D Competent

E Fluent

From the January 2019 School Census onwards there is no longer a requirement to report on the English language proficiency of English as an additional language codes. However, within the school we continue to use the code steps to support the monitoring of progress among our children who are learning English as an additional language.

These levels of proficiency in English are outlined in further detail in the 'The Bell Assessment Framework for Schools and Support Strategies.' This a useful tool used by the teachers to support their teaching by enabling them to generate targets and relevant support strategies to guide individual learner progress.

In addition Class Teachers have half termly meetings with the Head Teacher to track the progress and wellbeing of children and EAL learners are included and monitored. Children would be monitored on confidence, happiness and school involvement.

Inclusion and Equal Opportunities

We aim to offer an inclusive 'high quality education which gives all learners, including children who are learning English as an additional language the knowledge and cultural capital they need to succeed in life.' This is in accordance with the Education Inspection Framework 2019.

We are aware that there may be factors affecting the achievement of pupils with EAL, such as language proficiency, the language environment and access to the curriculum. For this reason we assess and monitor the academic progress and wellbeing of EAL learners by using what we know about the children and Assessment for Learning to plan for inclusive lessons that meet the needs of all learners. Should a learner be both EAL and SEND we would monitor the child's SEND's targets with appropriate EAL targets depending on the individual child's needs.

Additional opportunities and Community Links

The very many range of ethnic backgrounds are celebrated and learned about through International Culture Days, Black History events, workshops and outings. Parents, teaching staff and outside visitors are also invited to talk and share about their cultures. They may bring in artefacts, such as cooking pots and costumes to show to the children. The children learn about other cultures that are not as prominent at St Edmund's too, for example children have found out about Chinese New Year and Diwali through dancing workshops. In the past children have attended an after school 'China Club' and prepared a Chinese New Year Assembly.

For New International families we aim to create a stress free environment by making sure both parents and children feel welcome and accepted. When new families join St Edmund's they meet the class teacher and visit the new class. The Class teacher will find out about the children's previous education, cultural background and languages spoken.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice. This could take the form of:

- Termly assessment of EAL children
- Regular target setting for specific groups of children as decided by the Class Teacher and EAL Leader
- Updating Class teachers about strategies and useful resources and ensuring they are being used if necessary

The Head teacher and SLT will meet with subject leaders once a term to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

Reviewed April 2021 – Agreed by Governors Curriculum Committee 4th May 2021
To be reviewed July 2023

Covid-19 Amendments

- **Virtual workshops**
- **Virtual visits**
- **Recognising the impact of Covid-19 on the progress of EAL learners and supporting Class Teachers with children's language progress.**