



# Overstone Combined School

## English as an Additional Language (EAL) Policy

September 2022

**At Overstone Combined School, our approach to provision for children with EAL is at the heart of our whole school purpose and vision.**

**Purpose:** Our school provides excellent primary education in a safe, nurturing and inclusive environment.

**Vision:** Overstone Combined School offers everyone a stimulating, happy and caring environment. Our vision is to enable children to grasp opportunities and enjoy a lifelong love of learning. We encourage all children from all backgrounds to challenge themselves to reach their full potential, gaining independence and high self-esteem. Staff, families and the community take pride in being part of something that matters, making Overstone the school of choice.

## **Introduction**

This policy document is a statement of the aims, principles and strategies used to ensure the effective and efficient provision for children with English as an Additional Language (EAL) at Overstone Combined School.

## **Definition**

In defining EAL, we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

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

EAL pupils will need varying levels of provision.

## **Aims**

- To be proactive in removing barriers to learning experienced by pupils learning English as an Additional Language.
- To ensure that all pupils with EAL are provided with appropriate support to allow every child equal access to the National Curriculum and the opportunity to achieve their full potential.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents / carers, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

## **Objectives**

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for EAL.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high-quality mainstream education.
- To plan for any pupil who may join the school with English as an Additional Language
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To assess the progress of children with EAL through the use of appropriate assessment materials.
- To work in partnership with the child's parents / carers as much as possible and other external agencies to provide for the child's needs when learning English as an Additional Language.
- To regularly review the policy and practical arrangements to achieve best value.

## **Roles and Responsibilities**

The **EAL Lead** is Zafra Bendall, [zbendall@overstone-wing.org](mailto:zbendall@overstone-wing.org)

She will:

- Work with the head teacher and governors to determine the strategic development of the EAL policy and provision in the school
- Have day-to-day responsibility for the operation of this EAL policy.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with EAL receive appropriate support and high-quality teaching.
- Advise on quality first teaching approaches to support EAL pupils in class.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies and other local schools with any queries regarding EAL.
- Ensure the school keeps the records, monitoring and case studies of all pupils with EAL up to date.

### **The governors will:**

- Help to raise awareness of EAL issues at governing board meetings.
- Monitor the quality and effectiveness of EAL provision within the school and update the governing board on this.
- Work with the head teacher and EAL lead to determine the strategic development of the EAL policy and provision in the school.

### **The headteacher will:**

- Work with the EAL lead and governors to determine the strategic development of the EAL policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with EAL.

### **Each class teacher is responsible for:**

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the EAL lead to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this EAL policy.

## **Admission Arrangements**

Parents / carers of pupils who are learning English as an Additional Language will follow normal admittance procedures. Support will be given to complete applications, when appropriate.

At the point of admittance, the school will issue parents/carers with a pack containing:

- About the English Education System booklet
- Helping your child learn: Guidance for parents of students who use EAL
- Help with your concerns or worries (Thrive LDN)

The new class-teacher and the EAL Lead will also meet with parents/carers to complete the EAL Learners Profile, which will allow us to collect and record the following information:

- Country of Origin
- Date of arrival in the UK
- Pupils first language
- Other languages spoken at home
- Pupils level of literacy within these languages
- Establish links with other children within the school
- Gain an understanding of the pupil's educational background and whether there are any potential Special Educational Needs

## **Teaching and Learning**

### **Early Years Foundation Stage**

As soon as a child with little or no English joins a setting or school there is much that can be done to ensure that their home language is valued and used *and* to immediately begin developing their English language. These strategies can help a child to settle and feel at home and be fully included in the life of the setting or school.

- Children learn English when they hear the language that goes with what they are doing or looking at, so do plenty of parallel and self-talk rather than asking questions.
- Children also learn English when they see visual prompts (pictures, props or gestures) that match what they are hearing, so maximise your visual clues and resources.
- Children with EAL often speak for the first time when joining in with familiar songs and rhymes, where there is 'safety in numbers'. Ensure this is a strong part of your practice.
- Focus on just a few new words in any activity, rather than children being bombarded with a 'sea of words', e.g. before starting a new story, introduce three of the keywords with their pictures.
- Encourage parents to strengthen and maintain the home language in the home. A strong home language will support the development of English.

### **Key Stage 1 and 2**

Strategies may include:

- Encouragement to participate in lessons by providing opportunities for partner talk before responding
- To consider the use of our own language when teaching in the classroom and endeavour to provide contextual and visual clues to aid understanding.
- An awareness that our school culture and environment may differ greatly from the pupil's previous experience of school life
- Understanding that an EAL pupil's social language (normally acquired in about two years) may differ greatly from their academic language (which can take up to 7-10 years to reach an equivalency with native speaker levels)
- Good language role models for social interaction in learning activities
- Sensitive and informative feedback on grammatical accuracy, vocabulary and social rules for use.
- Visual timetables

- Dual language labels around the classroom.
- Spoken and written, curriculum specific language models e.g. writing frames, structured games, question and answer.
- Encourage parents/ carers participation in EAL pupils' learning as we recognise that this is a key element for success.

### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



### Assessment

Competence in English is categorised on a five- point scale for Listening, Speaking, Reading and Viewing and Writing.



Please see the EAL Assessment Framework for Schools. <https://www.bell-foundation.org.uk/app/uploads/2018/07/EAL-Assessment-Framework-for-Schools-Primary.pdf> for further details.

Assessments using the above scale will be carried out by teachers three weeks after a child has joined their class and termly thereafter.

### **Plan**

Pupils will be given a next step target in Listening, Speaking, Reading and Viewing and Writing, which will be recorded on their Pupil Profile. Appropriate provision to support the child to reach their targets will be identified.

### **Do**

Appropriate provision will be put into place.

### **Review**

Parents/carers will be invited to discuss their child's progress and next steps.

### **Special Educational Needs and Disabilities (SEND)**

Our school recognises that most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and will therefore have equal access to school SEND provision, in addition to EAL support. EAL pupils with SEND will be identified as part of normal assessment procedures as outlined in our SEND Policy in conjunction with information provided on entry regarding levels of understanding in their native language.