



# **EAL Policy**

**Westmorland  
Primary school**

**November 2024**

## **Introduction**

At Westmorland primary school we believe that all pupils need to feel safe, accepted and valued in order to achieve their full potential and become successful learners and members of society. In order to do this, it is our aim that for pupils, who are learning English as an additional language, to have their home culture, language and background recognised and valued. At Westmorland, we aim to be **MORE**, learn **MORE** and apply **MORE** in every lesson. We aspire to deliver **M**emorable Learning and **E**xperiences, whilst increasing **R**eading and **O**racy skills as much as possible.

It is important to consider that language-rich teaching benefits all pupils. Being able to speak clearly, express ideas, understand and interact with others are key building blocks for every child's development. Speech and language skills underpin many other areas of development for all learners e.g. providing a strong foundation for learning, such as reading and writing and enabling access to the whole curriculum.

The Government defines EAL learners as:

*'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'* (DfE Schools, Pupils and their Characteristics July 2020)

## **Aims and Objectives**

The aim of this policy is to raise awareness and support the planning, organisation, teaching and assessment procedures in the school.

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

- To ensure that EAL pupils gain equal access to the National Curriculum and the achievement of their educational potential.
- To ensure resources and strategies are implemented to meet the needs of the EAL pupil.
- To provide a safe, welcoming environment where they feel valued and are encouraged to participate.
- To support all EAL children in the acquisition of English language skills.
- To develop staff knowledge and expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual ability.

### **The context of Westmorland Primary School**

There are currently thirty-three different languages that are spoken by the EAL cohort of our school. There are 119 EAL pupils (26%) that attend Westmorland primary school all of which have varying levels of English language.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry

### **Proficiency in English**

#### **New to English (Band A) / Early Acquisition (Band B)**

Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive. New to

English learners tend to be in their first two years of learning. Westmorland currently have 5 children who are at Band A and 15 children who are at Band B.

### **Developing Competence (Band C)**

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years. At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct. Westmorland currently have 13 children who are at this stage.

### **Competent (Band D)/Fluent (Band E)**

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks. Westmorland currently have 16 children who are at Band D and 18 children who are at Band E..

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

EAL pupils are entitled to the full National Curriculum programme 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 language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

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.

Language develops best when used in purposeful contexts across the curriculum. 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.

### **Assessment**

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to Westmorland. Progress in the acquisition of English is regularly assessed and monitored. 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.
- Interventions are set and evaluated regularly.

## Teaching

### **Class teachers are responsible for:**

- Producing effective planning that identifies the key role of all support staff.
- Allowing for collaborative group work.
- Providing frequent opportunities for speaking and listening.
- Providing effective role models of speaking, reading and writing.
- Providing additional verbal support e.g. repetition, alternative phrasing, peer support.
- Offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, Makaton etc.
- Making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- Making writing frames available, appropriate to tasks.
- Timetabling opportunities for role play.
- Encouraging discussion before and during reading and writing activities, using home language where appropriate reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- Using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- Correcting the use of children's grammar (spoken and written), as appropriate, and allowing them time to repeat corrections to the teacher.

## **Parental/Community Involvement**

At Westmorland we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

## **New Arrivals Procedure**

- Family arrives at school and requests a school place.
- School office arranges date for parents and child to meet with Head teacher or Deputy Head, and have a tour of the school.  
(Interpreter arranged as necessary)
- Admission information collected. (Include Q 'what language did the child speak at birth?' Previous school experience.)
- Class teacher informed of new child and their start date.
- Child introduced to a 'buddy'.
- Nassea Assessment completed.
- TA to carry out basic Maths and English assessment (if necessary).
- If the EAL child is either 'new to English' (A - Step 1) or 'Early acquisition' (B - Step 2) then the class teacher will use appropriate progress ladder to measure achievements.

- If the EAL child is at Step 1 or 2 then they should be referred for Phonics interventions.

**Signed:**

**Date:**