



St Francis Xavier Catholic Primary School

EAL/Languages Policy

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To be reviewed by:	April 2024

Our Ethos

At St Francis Xavier Catholic Primary School, we seek to ensure that all children are given opportunities to thrive and achieve their best possible outcomes through quality first teaching and provision to support all learners within the classroom. We recognise and value our pupil's home language, background, and the valuable contribution that pupils who speak English as an additional language bring to our school. We recognise bilingualism as a strength, and we respond positively to pupil's ability to speak other languages by building on pupil's knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. The development of English is learnt best through the curriculum and experiences we provide for our children and EAL pupils should be encouraged to play a full part in all learning opportunities across the curriculum.

Aims and Objectives:

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

Roles and Responsibilities:

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

The EAL Co-ordinator is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Liaising with the teaching staff to identify and support pupils learning EAL.
- Support teaching staff in assessing the pupil's level of language where necessary on arrival.
- Managing and auditing resources to ensure effectiveness for class work.
- Monitoring the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.

All staff:

Will develop pupils spoken and written English by:

- Planning and delivering quality first teaching that address the specific needs of EAL pupils/ bilingual pupils in their classes.

- Ensuring that vocabulary is explicitly taught to the children and displayed in the classroom with images to aid understanding.
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support writing.

Teaching and Learning:

All staff have high expectations of all pupils. We understand that pupils who are learning English as another Language are no exception and that their cognitive ability is in advance of their spoken English. All our pupils have the right to access the National Curriculum and therefore are taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- Using accessible texts and materials that support pupil's language/cultural needs e.g. bilingual books.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, translators.
- Use of buddy system.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age appropriate level of English and pupils who speak the same language in the group.
- Use of working wall to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Using home or first language where appropriate and if possible.
- Pupils with EAL who have SEND needs are assessed in their home language where possible to check whether it's SEND/ still acquiring English

Curriculum Access:

All children in our school follow the curricular requirements of the Early Years Framework and National Curriculum. Children with English as an additional language do not produce separate work but may have extra support linked to their class work where targeted support is required. The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers, SENCO and senior leadership team.

The Early Years Foundation Stage:

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing class support to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.

Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

EAL Definitions of Development: (According to the Bell Assessment).

New to English [Code A]:

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

Early acquisition [Code B]:

May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Developing competence [Code C]:

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Competent [Code D]:

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

Fluent [Code E]:

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Admission and assessment

Admission of EAL/New Arrival Pupils:

During admission meetings, we collate as much background information as possible, including:

- Country of origin
- Date of entry into the UK
- Previous schooling
- Pupil's first language
- Other languages spoken at home
- Religion
- Health issues

- Links with other pupils within the school.

Following the admission meeting:

- A meeting will be arranged with the EAL ambassador, teacher and the parent/carer of the pupil to begin the process of ongoing evaluation of the needs of the individual.
- Following the above, learning will be adapted and planned appropriately.
- The EAL ambassador will keep a record of the pupil's progress and communicate this to the relevant staff members on a termly basis
- The child will be assessed by the class teacher using the appropriate assessment with data submitted to OTrack and shared with the relevant staff members within school

Assessment of EAL pupils

After each data point, class teachers assess EAL pupils within class using the school assessment framework (developed using Bell Foundation guidance) to highlight where children are working with their English Language proficiency in four different areas. Each term this assessment is revisited and progress is measured.

The four areas assessed are:

1. Listening and Understanding
2. Speaking
3. Reading
4. Writing

Once the assessment has been completed staff then use the teach strategies document to implement strategies to support the learners into daily classroom practice. These strategies are specific for the stage of language proficiency.

A copy of this assessment is given to the EAL lead to analyse and identify if any further support is needed.

Home School Links:

- We provide a welcoming admission process for the induction, assessment and support of EAL/new arrival pupils and their families/carers.
- We take account of parents /carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.
- We ensure that translators and interpreters are provided as at when required.
- We aim to work closely with members of the wider community to support our EAL pupils.