



Policy for English as an Additional Language Including EYFS

Introduction

The teaching and learning, achievements, attitudes and wellbeing of all the children is important to St Hilary's School. We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

All the children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs. The term EAL is used when referring to children 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*).

The policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL children in our school. Children who are learning English as an additional language 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 communication skills in English. All children, for whom English is an additional language, will have access to the full curriculum and the full range of co-curricular activities on the same basis as all other children.

Context

An increasing number of children joining St Hilary's School come from a variety of linguistic backgrounds and educational experiences, as well as having varying amounts of exposure to the English language. Some of these children speak very little English. This can make it hard for them to access the curriculum, and can also affect their social skills and relationships. EAL teaching should enable learners to participate in and gain access across the curriculum by supporting them in the acquisition of English language skills. At the same time this support should ensure that children's self-esteem does not drop while they learn their new language and that they have the chance to fulfil their full potential.

Aims

- To give all children the opportunity to overcome any barriers to learning and assessment, resulting from being an EAL learner;
- To welcome and value the cultural, linguist and educational experiences that EAL learners bring to the school;
- To implement school-wide strategies to ensure that EAL children are supported in taking part in all activities;
- To help EAL children to become confident and fluent in speaking, listening, reading and viewing, and writing in English, in order to be able to fulfil their academic potential while respecting their skills in their home language;
- To identify and make maximum use of the opportunities for modelling fluent English;

- To encourage and enable parental support in improving children's attainment.

Strategies

- All classrooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise and show an interest in the child's mother tongue and boost the child's self-esteem;
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language;
- Encourage families to continue to develop their child's first language in order to enlarge vocabulary and other relevant language skills.

Teaching and Learning

There is an appointed EAL Coordinator who is responsible for providing a support programme for all EAL learners at St Hilary's. An EAL assessment document will be introduced to monitor and record the progress of EAL students through each assessment band. Once a baseline is completed by the form teacher (EYFS and Pre Prep) or English Coordinator (Prep), all teaching staff can refer to the guidance to plan and embed appropriate multilingual pedagogies to promote the learning of children using EAL in their lessons. The guidance provides suggestions of classroom techniques, strategies, activities and models of support that match the learners' level of English proficiency as identified through EAL assessment. Each term the form teacher or English coordinator will assess the EAL learner against the five assessment bands to ensure the EAL learner is making progress and reaching their full potential.

The EAL Coordinator will provide support for teachers with regular updates on pupil progress and advice including strategies for staff within their particular subject(s).

The EAL Coordinator will also liaise regularly with the Learning Support Department and Lead SENCO regarding pupils' support needs.

EAL pupils will be integrated in the same class as our monolingual English-speaking children. Everyone in the school is therefore responsible for helping our EAL children to become more fluent in English. ALL school staff play a crucial role in modelling uses of language.

During lessons teachers will adapt teaching to ensure effective learning, suggestions include:

- Language demands of learning tasks are identified and included in planning;
- A clear distinction should be made between EAL and Special Educational Needs;
- Set high expectations for all learners and provide targeted language support;
- Consider seating the learner in a place they can easily see and hear the teacher, teacher to monitor reactions and facial expressions.
- Expect EAL learners to contribute, providing alternative ways for 'New to English' learners to demonstrate understanding, recognise that some learners may go through a silent period;
- Set appropriate and challenging learning objectives, with children's progress being monitored carefully, acknowledging that a child with EAL is as able as any other child;
- Recognise that EAL learners may need more time to process answers;
- Allow children to use their mother tongue to explore concepts;
- Use groups to ensure that EAL children hear good models of English proficiency and use collaborative group activities;
- Provide a range of reading books that highlight the different ways in which English is used;
- Pre-teach topic-specific vocabulary and provide word mats to support these learners;
- Provide phonics software and audio books as appropriate;
- Ensure that there are many opportunities for talking to both adults and peers in small non-threatening groups, including speaking in the learner's preferred language.

It is important for teachers to be aware that research has found that the attainment gap between children with EAL and monolingual English-speaking children increases throughout their time at school. It is therefore important that children with EAL are given regular support during their time at St Hilary's, particularly focusing on English comprehension and vocabulary. Pre-teaching is a proven strategy to have a positive outcome on attainment for learners with EAL, so this will be used where applicable.

Staff Communication

The staff will:

- Ensure that all families feel included and are able to participate in their child's care and learning experiences. Continuing to encourage parents to ensure the learner develops age-appropriate oracy in their home language;
- Keep pupils safe when they may not understand verbal instructions, with particular reference to fire drills and evacuation procedures;
- Have the support of the EAL Coordinator and access to information concerning individual EAL pupils and their progress.

Supporting the needs of EAL Pupils

1:1 support would be made available if required, in liaison with the Senior Leadership Team, Lead SENCO, EAL Coordinator, class teacher and parents. Depending on the number of children in the school requiring support, group lessons may be put in place to increase the number of hours of support available, while minimising the financial impact on the parents. These sessions would take place according to the needs of the pupils and may be taken by a specialist EAL teacher or a qualified teacher who has been trained in supporting children with EAL.

Any individual or group lessons would take place during the school timetable and may be funded by the parents. Progress would be monitored informally and formally, by the EAL Specialist Teacher, EAL Coordinator, Lead SENCO and class teacher.

Special Educational Needs and More Able and Talented Pupils

The school recognises that most EAL children needing additional support do not have SEND needs. However, should SEN be identified, EAL children will have equal access to the school's SEND provision. Equally if EAL pupils are deemed More Able or Talented, they will have the same opportunities as any other More Able and Talented pupil within the school.

EAL REGISTER

Pupils with EAL will be placed on the school's EAL Register. Individual progress will be monitored and reviewed each term.

Reviewed: June 2022, June 2023, August 2024, July 2025

Next review date: June 2026

Person(s) responsible: Carol Sherwood (EAL Coordinator)