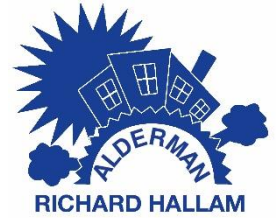




# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

**ARH – Educating a community of life-long learners**

## **EAL Policy**



# **English as an Additional Language Policy**

## **Introduction**

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

**'A.R.H. - Educating a community of life-long learners'**

## **Aims**

Alderman Richard Hallam Primary School is an inclusive school that is committed to making appropriate provision for pupils for whom English is an Additional Language (EAL) and for raising the achievement of ethnic minority pupils and bilingual pupils. The school recognises that these pupils may be at risk of underachievement. The school will identify pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim:

- To improve the speaking, listening, reading and writing of English of EAL children;
- To provide pupils with a safe, welcoming environment;
- To gather information about pupils' backgrounds and educational experiences;
- To use resources effectively to raise the attainment of EAL children;
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English;
- To encourage and enable parental support in improving children's attainment.

We do this in order to ensure that all EAL and bilingual pupils are also able to:

- Use English confidently and competently;
- Use English as a means of learning across the curriculum.

## **Induction**

It is important that the school has as much information as possible about new starters, including:

- The pupil's linguistic background
- The pupil's competence in their home language
- The pupil's previous educational and school experience
- The pupil's family and biographical background.

## **Teaching and Learning**

### **Planning and Adaptation**

Class teachers adapt the curriculum to meet the needs of all pupils including those with EAL. Flipcharts identify appropriate differentiation strategies.

Staff use support strategies to ensure curriculum access. These may include:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Bilingual resources, e.g. dictionaries, key word lists, bilingual children/staff;
- Opportunities for role play and drama;
- Discussions provided before and during reading and writing activities.

### **Special Educational Needs and Disabilities, and Gifted and Talented Pupils**

The school recognises that EAL pupils needing additional support for English acquisition is separate from SEND. However, should a pupil be identified as having particular needs during assessment, EAL pupils will have equal access to the appropriate interventions and provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. Suitable challenge will be provided in this case. For more information on this, please refer to our school's SEND and GAT policies.

### **Responsibilities and Roles**

The Headteacher and Governing Body have overall responsibility for EAL, supported by the EAL coordinator.

The EAL coordinator is responsible for overseeing the teaching of children with English as an Additional Language through:

- Meeting families new to the school to assess the language needs of children with EAL;
- Providing support to teachers receiving children with EAL or children who are new to English;
- Providing teaching resources for use in the classroom;
- Providing INSET and staff training;
- Monitoring data to ensure that children with EAL are making progress in their English language skills;
- Ensuring that the school and classrooms are welcoming and inclusive;
- Ensuring that teachers are adapting their lessons to effectively cater for the children with EAL in their class.

Class teachers are responsible for:

- Adapting the teaching and learning in their classes to ensure that children with EAL can improve their English proficiency and access the curriculum as well as providing differentiated learning if appropriate.
- Assessing children's English Proficiency using the A-E descriptors three times a year. Assessing children with proficiency codes A-C (New to English, Early Acquisition and Developing Competence) in more detail using an age appropriate Nassea grid three times a year. Teachers are expected to keep a record of these assessments on the server in the EAL assessment file.
- Ensuring that all children with EAL are making progress both in their English acquisition and their learning related to the National Curriculum. When a child is not making progress, teachers are expected to seek support from the EAL coordinator and other appropriate channels.
- Ensuring that the home languages of children in their class are valued and celebrated.

### **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including Gifted, More Able and Talented pupils, EAL and children identified with a Special Educational Need (SEND).

### **Parents, Carers and the Wider Community**

We provide a welcoming admission process for the induction, assessment and support of newly arrived pupils and their families, parents and carers. We take account of parents' and carers' linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

### **Assessment and Record Keeping**

The assessment of EAL pupils is done through the English Proficiency Descriptors. Teachers assess their pupils' level of English giving a letter grading of A-E. These assessments are updated three times a year and the records of the assessments are kept on the school server. If there is a concern about a child's progress the Bell Foundation assessment documents can be used to get a clearer picture of where a child may be struggling.

Secondly, the school analyses EAL and bilingual pupils' achievement termly in relation to the National Curriculum end of year expectations for reading, writing and Mathematics. Their progress is monitored through Target Tracker. The school will ensure that EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

On a termly basis, the EAL coordinator analyses the data collected in terms of the English proficiency and National Curriculum progress of EAL pupils. This data analysis identifies any areas of development where support may be needed whether this is in a particular class or year group, or in a subject. The EAL coordinator responds to these areas of development through discussions with relevant staff and gives support when needed. This support is given through: identifying resources and strategies; providing training; providing information; and discussing individual cases.

Class teachers and Year Group Leaders analyse the progress of EAL pupils in their class/year group in reading, writing and Mathematics. Termly Pupil Progress meetings analyse the progress and attainment of EAL pupils as one of the vulnerable groups within school. When class teachers or Year Group Leaders have particular concerns about the progress of individuals or groups of EAL children, they are encouraged to ask the EAL coordinator for support.

### **Monitoring and Review**

On a termly basis, the EAL coordinator will complete an audit of planning to see if there is adequate provision for EAL pupils. This will include looking at medium term plans, flipcharts for Maths and English, and adapted resources. If the EAL coordinator identifies that EAL pupils are not being planned for adequately, this will be raised with the Year Group Leader and support will be put in place to ensure future planning is more effective.

Twice per year, the EAL coordinator will audit a selection of books and Seesaw work for EAL pupils from each class to ensure that children are both adequately supported and challenged with their learning. This will be fed back to individual teachers.

*To be reviewed Autumn 2025*