

EARLSMEAD PRIMARY SCHOOL

EAL HANDBOOK



SUCCESS *for* ALL

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MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations

Opening Statement

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and assessment strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To empower all members of the school community to take positive action to ensure the inclusion of pupils with English as an Additional Language (E.A.L) in all aspects of the curriculum and school life.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To promote the principles of fairness and justice for all through the education that we provide in our school.
- To ensure that all members of our school community work in partnership so that all pupils with English as an Additional Language are full members of our communities.

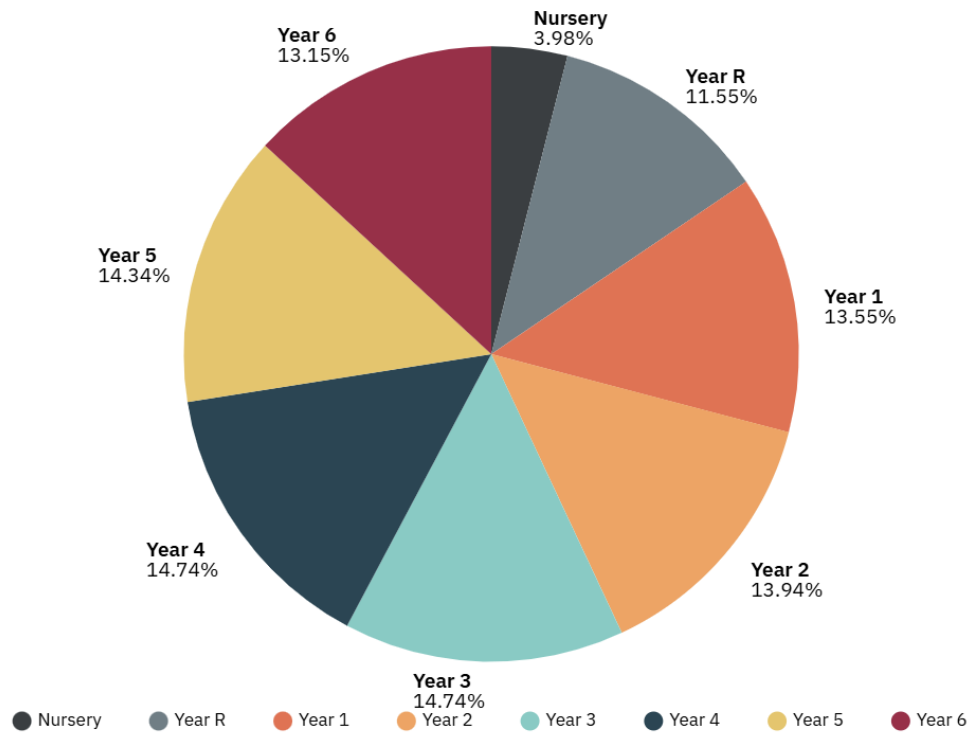
Objectives

- That the school will provide clear guidance and support to all members of the school community through documentation and INSET.
- That the school policies will reflect the need of all members of our school community to promote integration and harmony.
- That planning and curriculum guidance promotes inclusion.

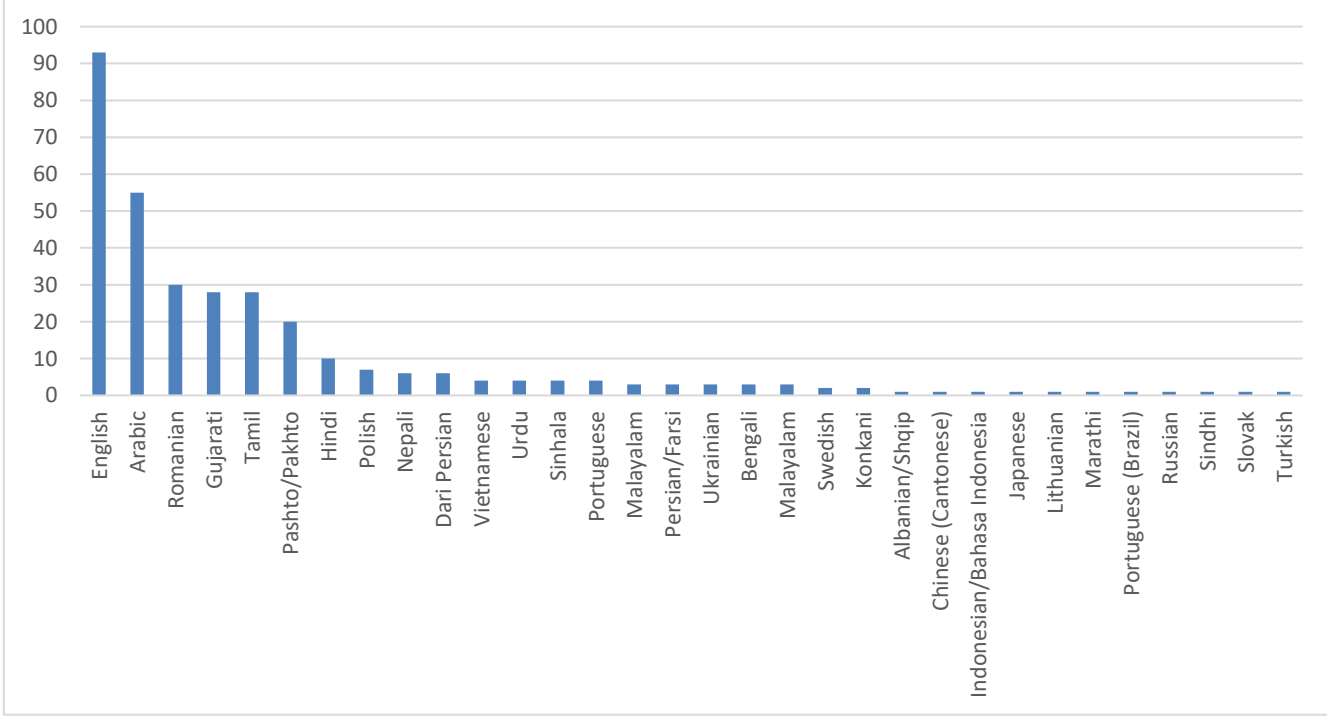
The Context of the School

Of our 341 students 256 are classified as EAL, giving a share of approx. 75% EAL amongst our total student population.

EAL Students by Year Group



First Language



Resources

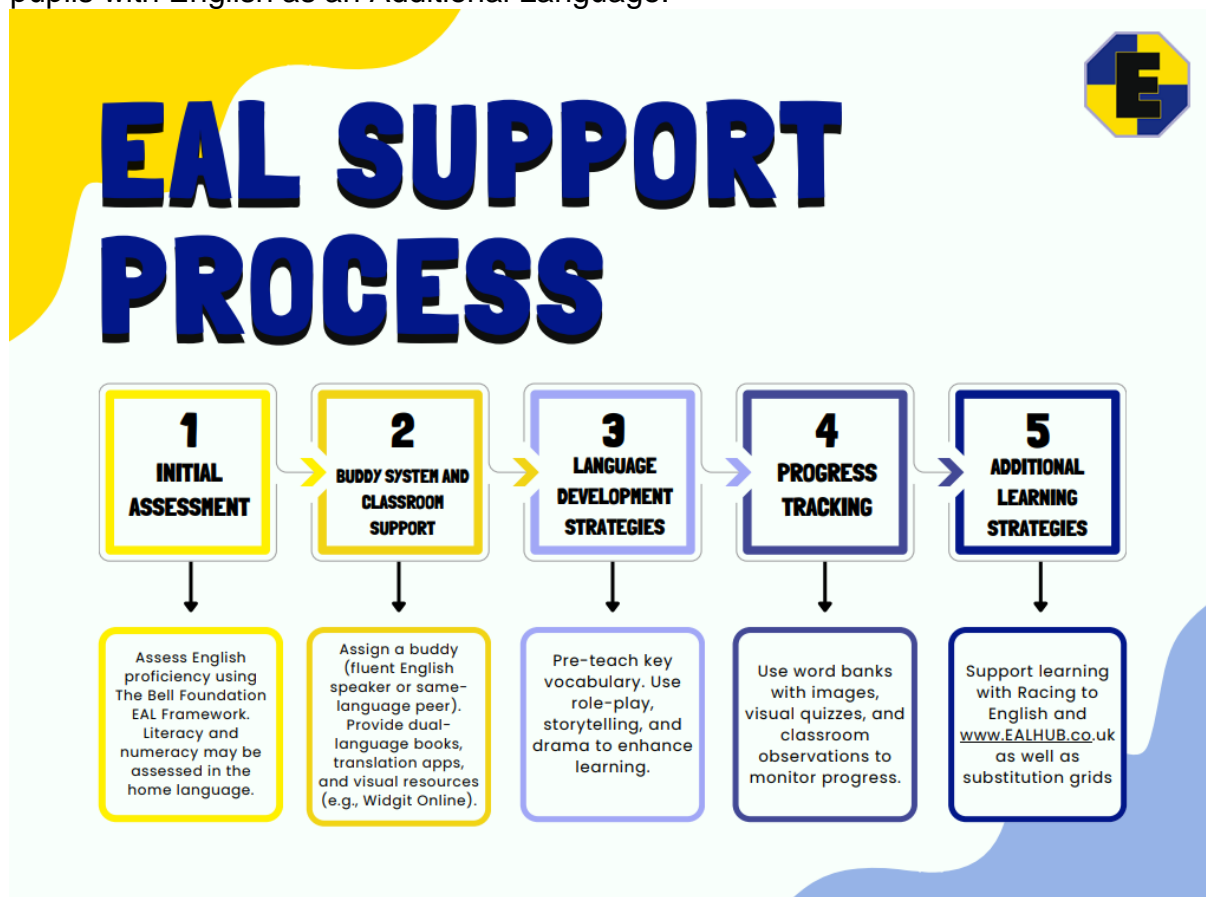
- EAL will receive an allocated budget, annually reviewed in line with overall budgetary needs.
- That school budget recognises the need for inclusion.

Assessments

- New pupils should be assessed as quickly as possible upon entry to the school.
- Assessment of EAL should follow the same principles of effective assessment for all children.
- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
- Assessment should enable a positive recognition of what children can do.
- Assessment of EAL learners should focus on their skills in English.
- Newly-arrived EAL learners would benefit from a formal assessment test of their English fluency. Assessment should help teachers to plan for children's language and learning development in the curriculum.

EAL Support Process at Earlsmead

The following diagram outlines the process we follow to identify, assess and support pupils with English as an Additional Language.



Model for Language Acquisition New to English (Beginners)

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

Developing Competence (Intermediate)

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

Competent (Advanced)

A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure. A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Teaching strategies It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. At Earlsmead primary school we aim for all EAL pupils to;

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners.

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure pupil are clear about the purpose and audience for their writing

- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

Supporting the EAL Policy Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum. In writing schemes of work and medium term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

Teachers plan for EAL learners by ensuring that curriculum content is made accessible without reducing challenge. Curriculum plans identify key vocabulary, visual and contextual supports, and opportunities for language development within each subject. Tasks are scaffolded to support understanding and promote independence. The use of bilingual resources and first language support is encouraged where appropriate to deepen comprehension and support concept development. Adaptations are designed to enable full participation in all areas of learning while maintaining high expectations for achievement.

The role of class teachers is to:

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons.
- Use speaking and listening strategies to develop subject learning. ○ plan for teaching and learning of subject-specific vocabulary.
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.

Parental Engagement

We recognise the crucial role that parents and carers play in supporting children's language development and learning. We are committed to ensuring all families can access school information and participate fully in their child's education.

To support communication, interpreters are used where necessary for meetings, and key information is translated or visually supported. Vocabulary mats and learning resources are provided in both English and pupils' first languages to reinforce understanding at home. Class Dojo's translation tool is actively promoted so that parents can access school announcements and messages in their preferred language.

We also offer parent workshops across a range of subjects throughout the year. EAL parents are encouraged to attend, with the use of visuals, translation, and bilingual support to make sessions accessible and inclusive. These opportunities strengthen home-school links, empower parents to support learning at home, and celebrate the linguistic diversity of our community.

Language and literacy experiences of EAL learners

- Some pupils already have good language and literacy skills in two or more languages.
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school.
- Some pupils have SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

Professional Development

At Earlsmead Primary School, we are committed to developing the knowledge, skills and confidence of all staff to meet the needs of EAL learners effectively. EAL awareness and inclusive classroom strategies are incorporated into whole-school training, staff meetings, and induction for new teachers and support staff.

The EAL Lead provides guidance, resources and model strategies to enhance classroom practice. Opportunities for peer observation, coaching and sharing of good practice are encouraged. Staff have access to professional development

opportunities through local authority training, the Bell Foundation, and other external providers where relevant.

Regular CPD ensures that EAL provision remains consistent and up to date, enabling all staff to promote language development, academic success and inclusion across the curriculum.