Northgate Primary School

EAL Policy



Introduction

At Northgate Primary School we celebrate the fact that many of our children speak more than one language. 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. Within the family homes various languages are spoken (not including dialects). 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. We take a whole school approach, through our Ethos, curriculum and promoting language awareness across our school. We encourage all children to achieve the highest possible standards and do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language (EAL) 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 communicative skills in English.

Definition of EAL children

The government's definition of an EAL learner is:

'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

Aims and Objectives

Our objectives are to encourage a whole school approach, where class teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life. Through careful assessment we identify the language needs of our EAL students and meet them through planned intervention and quality first teaching.

Aims:

- 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 potential.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To give all pupils the opportunity to overcome any barrier to learning.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Provision

EAL children are based within the class as it is believed that they benefit from the modelling of English from their peers. Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child.

The EAL Coordinator and Class Teachers provide a welcoming and supportive induction into the school to help pupils who are learning English as an additional language by:

- Seeking information from parents and new pupils about cultural background, previous educational experience & achievements, special interests & skills, dietary, faith and dress requirements
- Conducting a tour of school and explaining how it is organised
- Talking through routines and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start and end of school day, etc).
- Answering any questions parents and pupils may have.
- Negotiating an induction programme to suit the new child's needs
- Welcoming new arrivals to their classmates

• Ensuring that all staff are aware of the pupils new to English and what they can do to support their welcome into our school.
• Being prepared to address any difficulties that may emerge during the induction period.
• To ensure students are set work which matches their cognitive level and not their level of English.

Identification and Assessment

The majority of children will learn English and make progress within the classroom environment. Those children, who may need extra support, will be identified by the teacher and/or EAL Coordinator. These will then be discussed with the Headteacher and SENCO to decide on the appropriate action.

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.

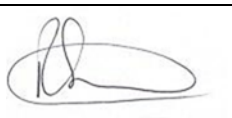
Monitoring and Evaluating

The monitoring of pupils' progress is shared between all teachers, learning support workers and the school SENCo. The children's progress is monitored through:

• Individual assessments, class assessments, class work in all subjects and reading records.
• Through discussions between the EAL Coordinator and Class Teachers.
• Pupil Progress Meetings between the Class Teacher, SENCo and Headteacher.

Roles and Responsibilities

It is the responsibility of all the Staff at Northgate Primary School to meet the needs of the EAL children. It is the Class Teacher and EAL Coordinator's responsibility to notify the Headteacher or SENCO if they have any concerns.

Policy Reviewed by:	Sheila Norman
Signed: 	Chair of Governors
Dated:	01.09.25