



EAL Policy

2023-2024

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.

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Statement of intent

At CLC Mat we believe that pupils need to feel safe, accepted and valued to learn effectively and become successful members of society. As a school we value our EAL pupils and strive to meet their needs as well as ensuring they are accessing learning which is inclusive and culturally diverse. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community.

We focus on supporting language development through speaking and listening activities which are delivered by trained staff. Pupils who are New to English are supported through English booster activities related to survival vocabulary which helps pupils learn words that they will need to use every day in their school environment. In addition to survival vocabulary, EAL pupils are supported with phonics and maths interventions to help their basic reading and number skills.

We are proactive in removing barriers that stand in the way of our EAL pupils' learning and success by ensuring equal access to the National curriculum by providing a safe, welcoming, and nurturing environment. Our pupils are accepted, valued, and encouraged by teaching staff who support them to achieve their potential.

The Context of Cromwell Learning Community Multi-Academy Trust

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. Pupils enter EYFS with early acquisition of English and develop their language skills becoming fluent speakers of English before the end of Key Stage one. Most of our pupils are bilingual and speak their home language and English fluently.

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. The school environment is inclusive, all the display walls and images around the school reflect the cultural diversity of our pupils and the wider school community.

1. Legal framework

We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act.

The Teachers' Standards (2012) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils". Learners who use EAL are mentioned specifically in Section 5: 'Adapt teaching to respond to the strengths and needs of all pupils', but there is relevance to teaching and learning for EAL learners throughout the standards.

This policy supports the following rights, taken from the United Nations Convention of rights of the child (**UNCRC**):

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country).

Article 22- All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).

Article 29 – Every child's education must develop their talents and abilities.

Article 30 - all children have the right to practice their own culture, language, and religion or any you choose.

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy

2. 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 Lead 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 lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.
- Ensuring that vocabulary work covers the technical e.g language of problem solving as well as the meaning of everyday words.
- 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.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

The SENDCO is responsible for:

- Liaising with the subject leader in order to implement and develop English throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants to meet pupils' needs.

3. Early years provision

Children with English as an additional language need to hear English spoken by the adults in the setting in as many different contexts as possible. When the context has meaning for the child, they are more able to learn spoken English from the adult.

IN EYFS pupils experience a language rich environment and curriculum with a focus on speaking and listening activities to help pupils develop their language skills. Pupils take part in a range of activities which promote communication which is aided by visual and concrete resources. The EYFS curriculum includes daily phonics activities which help pupils to develop speaking, reading, and writing skills.

The EYFS environment includes:

- a visual timetable introduced as it is happening.
- feelings or emotions picture cards so children can label their own and others' emotions.
- photographs of areas, and labelled objects
- story and song props

4. The National curriculum

CLC MAT follows the guidance in the national curriculum based on:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience, and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

5. Teaching and learning

Teachers and Teaching Assistants 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 learning EAL have the right to access the National Curriculum and therefore 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. We also encourage the use of pupils' home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

- 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.
- Enhanced 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.
- Pre-tutoring, Oral rehearsal and role play
- Where needed pupils are given access to Flash Academy which is an online EAL learning tool available in different languages.

6. Planning

Pupils who are new to English will participate in an eight-week survival vocabulary intervention programme and an eight-week phonics and basic maths skills intervention. The school uses Read, Write Inc (RWI) phonics resources for EYFS and Key Stage 1, Key Stage 2 pupils use Fresh Start phonics to support their language development. In class, teachers use adaptive resource, include dual coding resources with a focus on speaking and listening activities. Where needed, pupils also use Flash Academy to support the development of phonics and language skills.

7. Assessment and reporting

A member of the EAL team will complete an initial EAL assessment for pupils who are new to English and share the information with other teaching staff so that they are aware of the English proficiency level of the pupil which will then determine any additional interventions required.

Pupils are then assessed half termly using the Primary EAL proficiency assessment (The Bell Foundation) and termly using the proficiency level assessments on Flash Academy where needed. The EAL team and class teachers work closely with pupils to monitor progress and identify next steps.

New to the Country: Pupils who are new to the country can be a varied ability of EAL learner from New to English (code A) to Fluent (code E)

New to English: Pupils who have no English (Code A) to Early acquisition (Code B) will get additional interventions to support their language development.

EAL Definitions of Development: The Bell Foundation English proficiency levels

- 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.

8. Resources

The subject leader and EAL support staff are responsible for the management and maintenance of intervention resources for EAL pupils who are New to English and will support class teachers with adapting resources for pupils.

9. Equal opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the school curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing the curriculum.

10. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at CLC MAT, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.