



EAL Policy

Review Date September 2022

Every Child, Every Chance, Every Day; Working Together



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What is EAL?

EAL is where a person has English as an Additional Language. The Department for Education defines EAL learners where:

‘A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.’ (DfE School Census Guide 2016-2017, 2016 p.63)

Introduction

Crabtree Farm Primary School is an inclusive school that recognises the needs of EAL pupils. We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve to the highest possible standards. We do this through taking account of each child's life experiences and needs. 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 are a 2-form entry primary school, 20% of our children are classed as EAL and there are 23 languages spoken in our school including English. The needs of our EAL pupils are varied due to some children being new to English right up to fluent speakers.

Our Aims

- To ensure pupil's home language is displayed around the school, including their classroom environment.
- To encourage pupils to use their home language.
- To ensure there is an effective assessment framework in place to support EAL pupils in moving forward with their learning.
- To ensure that just because a child is EAL, this does not stop them from making progress.



EAL Teaching and Learning

At Crabtree Farm all children follow the curricular requirements of the Early Years Foundation Stage (EYFS) and the National Curriculum. Children with English as an additional language do not produce separate work, unless the teacher has set up a separate target intervention group.

At Crabtree Farm Primary, teachers ensure there are resources throughout the lesson to support pupils who are EAL. These include:

- Displaying key vocabulary.
- Explaining what each words means and providing examples.
- Modelling a good example of a piece of work.
- Building on children's experiences outside of school.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Setting appropriate targets based on the child's ability.
- Giving appropriate level of support to EAL pupils
- All teachers have high expectations of pupils no matter their ability.

However, where appropriate, children are withdrawn from lessons to receive extra EAL support if teachers feel it is necessary and will aid them within their learning.

Planning, Monitoring and Assessment

We currently assess EAL pupils (Years 1 – 6) using the Nottingham City Council IDEAL assessment framework. This assessment framework has only just been introduced to the school, and will develop our monitoring going forward.

Each half term the assessment framework will be updated by teachers and then the EAL co-ordinator will analyse the data each term to ensure that if there are any trends across the school these are addressed and to check if any additional support needs to be put in place.

From this assessment, the class teachers will be able to clearly identify what the needs of their pupils are and incorporate this into their lesson planning. This assessment should enable staff to see a clearer break down of how they can support pupils within their lessons.

EYFS children will still be assessed using the EYFS assessments and their proficiency level will reviewed each year to ensure they are making progress.

Resources

With the changing dynamic of Crabtree Farm community and increased numbers of EAL pupils across the school, a dedicated EAL co-ordinator has been established and a budget for resources put in place.

In the coming financial year the budget will be used to build a bank of resources to support EAL pupils and create a central storage place for the resources. The resources will then be updated throughout the years, based on the needs of the pupils.

Parents and Carers in the Wider Community

Our school recognises the importance of having good relationships with parents and carers.

We aim to:

- Provide a welcoming environment where parents/carers feel comfortable to discuss any concerns and feel supported;
- Build good relationships with parents at drop off and pick up times;
- Ensure parents see the letters and try to explain it to them if they struggle to read English;
- Provide opportunities for parents to come into school i.e. school productions, reading mornings, stars assemblies etc.

Key Responsibilities and Staff Development

Some of our staff can speak other languages, which can help assist us with EAL pupils. We currently, don't have any additional EAL support staff throughout school, however each class has their own teaching assistant and through the teacher's judgement, can be used to support EAL pupils.

Ongoing staff professional development and training for EAL will be identified and provided as needed.

Review

A review of the policy will take place in September 2022.