



*Kirkstall St Stephen's*

*English as an Additional  
Language (EAL) Policy*

*July 2023*

## **Kirkstall St Stephen's Primary School**

### **English as an Additional Language (Including New to English) Policy**

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## **Rationale**

This policy supports the whole school vision, and ethos statement, ensuring a consistent approach throughout all areas of school and our mission to ensure all children are cherished, challenged and valued as children of God.

At Kirkstall St Stephen's Primary School we recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support learners with English as an Additional Language (EAL) pupils in becoming confident speakers and writers of English in all areas of the curriculum. All pupils are entitled to the full National Curriculum. English is best learnt through the creative curriculum taught in school and pupils should be encouraged to play as full part as possible in class activities from the start. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.

When EAL pupils are mentioned in this policy it also includes children who are new to English and advanced bilingual learners.

### **Our Vision**

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

## **Aim of the Policy**

At Kirkstall St Stephen's we aim to educate pupils to actively participate in our rapidly changing world through teaching children to be safe, responsible and confident in their class.

## **Objectives**

- To ensure EAL pupils feel happy & confident in school
- To ensure EAL pupils progress well within school
- To ensure that language is not a barrier to progress (supported by using BELL assessment standards)
- To ensure staff are confident in supporting EAL pupils
- To ensure parents feel confident to approach the school for support

## **Equal Opportunities**

Through this policy we aim to ensure that all pupils, regardless of their language barriers can access our curriculum and progress well throughout school.

## **Provision & Resources**

The curriculum will be designed and adapted to reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences, resources will include when possible:

- Dual Language books in classrooms and libraries
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language tapes of stories, poems, songs etc
- Dual language I.T. programmes.
- Language and vocabulary games and learning tools- Mantra Lingua digital pen
- Computer translation tools
- Dual language dictionaries
- 'Language of the Half Term' whole school celebration the languages spoken in school
- Extra time and support in exams will be awarded if appropriate

## **Home / School Links**

The importance of home/school links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters may be necessary to achieve:

- Completion of Initial Entry Form with parents;
- Translation (if necessary) of school reports on pupil progress;
- Attendance of parents at teacher/parent meetings.

Regular meetings with any new to English parents including a translator if possible

## **Integration of EAL pupils**

New pupils should feel welcomed with a 'buddy' (who speaks the same language, if possible) and an identified Supervisory Assistant to look after them at play / lunch times. EAL pupils need effective models of spoken and written English. Focused work on speaking

and listening, and opportunities to use the language in a range of contexts will enhance progress in all areas. New pupils should be initially assessed using BELL Framework for assessment. This assessment should be conducted by EAL coordinator and class teacher.

EAL pupils should be taught subject specific vocabulary for all subjects where appropriate, particularly the core areas of the curriculum. All school staff, including TAs and Supervisory Assistants, will be made aware of the linguistic needs of individual EAL children. A pupil's strengths should be identified and they should be encouraged to transfer their knowledge, skills and understanding of one language to another

## **Foundation Stage**

In the EYFS pupils learning of English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
  - Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
  - Providing support to extend vocabulary
  - Providing a variety of writing in the children's home language as well as in English, according to their needs
  - Providing opportunities for children to hear their home languages as well as English and as appropriate

## **The Role of the Class Teacher**

The class teacher is responsible for ensuring lessons and resources are adapted to meet Individual pupil needs. They are also responsible for the data collection and completion of Individual EAL Plans to identify needs of EAL pupils (BELL Foundation Framework for assessment). Teachers will develop strategies to support English language development, as identified on EAL Plans.

## **The Role of EAL Coordinator**

- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Director of Studies and the Head of Lower School on the effectiveness of the above and the progress of pupils
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENDCO

## **Reporting & Arrangements**

Assessment data will be reported termly by class teachers and the data analysed by the head teacher and the Senior Leadership Team. EAL coordinator will also analyse data

collected using BELL foundation Assessment termly (where appropriate) and discuss with class teachers each pupil's progress.

All staff should refer to the '**The Bell Foundation – Language Assessment Profile for EAL Learners**' for assessment and target-setting proformas and induction support materials.

## **Governors**

The Governors on the Curriculum Committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be considered when planning training days.