

NOTRE DAME PREP
SCHOOL ENGLISH AS
AN ADDITIONAL
LANGUAGE (EAL)
POLICY

NOTRE
DAME
SCHOOL



1. INTRODUCTION

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

[This policy is applicable to all Prep pupils, including those in the EYFS.](#)

2. AIMS

- To give all pupils the opportunity to overcome any barrier to learning and assessment, regardless of ability, race, ethnicity, religion, linguistic or cultural background.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening and understanding, and reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.

3. ROLES AND RESPONSIBILITIES

3.1 Admissions

To obtain, collate and distribute on new pupils with EAL to members of staff as appropriate, including:

- Language(s) spoken at home;
- From the previous school, information on level of English studies/used;
- Details of curriculum at previous school.

An up to date register of EAL pupils is kept, and the home language spoken is recorded on the school's Provision Map and on SIMS.

3.2 EAL Leader

- To oversee initial assessment of pupils' standard of English;
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school; this will pay heed to the New DfE Guidelines for EAL Assessment;
- To give guidance and support in using the assessment to set targets and plan appropriate work;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To ensure that relevant information on pupils with EAL reaches all staff;
- To ensure that all involved in teaching EAL learners liaise regularly;
- To monitor standards of teaching and learning of pupils with EAL;
- To report to the Head on the effectiveness of the above and the progress of pupils;
- To monitor progress and identify learning difficulties that may be masked by EAL;
- To ensure that all staff are aware of the school's policy on pupils with EAL;
- To establish, when required, training in planning, teaching and assessing EAL learners for all staff;
- To ensure that challenging targets for pupils with EAL are set and met.

3.3 Class/Subject teacher

- To be knowledgeable about pupils' abilities and needs in English and other subjects;
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping;
- For EAL pupils to know that their home language is valued;
- To alert the EAL Leader of any EAL concerns in their specific class;
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

4. PROCEDURES

4.1 School/Class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the pupil's home language; boost the pupil's self-esteem. Remember, he/she has the potential to become a bi-lingual adult.
- Build on their existing knowledge, experiences and skills.
- Be aware that pupils need to feel secure, valued and understood.
- Identify the pupil's strengths.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a pupil appears orally fluent.

4.2 Assessment

- The Registrar flags any pupil with EAL on joining the school.
- The pupil's competence in English in relation to the NC standards and expectations is assessed by the EAL Co-ordinator or Class Teacher within the pupil's first four weeks in school, using specific school specific steps in Listening and Understanding, Speaking, Reading and Writing. (*See also DFE 'English Proficiency of Pupils with English as an additional language'*)
- A Learning Plan on the Provision Map for EAL pupils on levels A, B and C, will list pupils' details and suggest class management strategies and the support which has been put in place.

4.3 Access and Support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupil's ages and levels of learning.
- EAL pupils will be supported through various means of differentiation within lessons. If necessary, additional support will be provided by a Teaching Assistant or other adult, either within lessons, outside of lessons or through withdrawal from lessons.
- Where necessary, for older pupils, or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

4.4 Teaching and Learning

Teachers will help pupils learning English in a variety of ways:

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers.
- Be aware that some children with EAL will also have specific abilities which make them eligible for the Gifted and Talented Register.
- Teachers have a crucial role in modelling uses of language. They can provide repetition, alternative phrasing and peer support.

- Monitor progress carefully and ensure that EAL pupils are set appropriate, achievable and suitably challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their home language to explore concepts.
- Give newly arrived young pupils time to absorb English.
- Give pupils non-verbal communication illustrated cards to begin with, when necessary, in order to help them ask to be excused for loo breaks etc.
- Offer additional support in the form of posters, objects, non-verbal cues, gestures and pictures.
- Give pupils non-verbal communication illustrated cards to begin with, with words such as 'I need the loo,' written in their home language and in English.
- Offer bilingual resources, e.g, dictionaries, online support, key word lists/mats.
- Encourage collaborative learning techniques with the other children.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- Be aware that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.
- Reporting to parents will be undertaken formally twice a year through parent consultations and an annual school report, or at the request of parents.
- The School will ensure that all EAL pupils have access to assessments, where possible and appropriate, given their fluency in English.

4.5 Early Years

In the Reception classes, the curriculum helps pupils learning English as an additional language by:

- building on the child'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;
- where possible, providing bilingual support to extend vocabulary;
- where possible, providing a variety of writing in the child's home language as well as in English;
- where possible, providing opportunities for children to hear their home languages as well as English.

5. LEARNING DIFFICULTIES AND OR DISABILITIES, SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS.

The School recognises that most EAL pupils needing additional support do not have SEND needs. Should, however, SEND need to be identified during assessment, EAL pupils will have equal access to school SEND provision.

Similarly, the School recognises that there may be EAL pupils who are gifted or talented, even though they may not be fully fluent in English.

6. MONITORING

This policy and the procedures are reviewed every year by the EAL Leads.

7. LEGISLATION AND GUIDANCE

This Policy bears due regard to the following statutory guidance and other advice.

- DfE Statutory Framework for the Early Years (2021)
- DfE Departmental advice 'The Equality Act 2010 and Schools' (May 2014)
- HM Government 'Every Child Matters' (2004)

8. BIBLIOGRAPHY

- *Primary National Strategy, Curriculum and Standards Guidance. Excellent and Enjoyment: Learning and teaching for bilingual children in the primary years.* (2006) Department for Education and Skills.
- *Aiming High: Guidance on the assessment of pupils learning English as an additional language.* (2005) Department for Education and Skills.
- *A language in common: Assessing English as an additional language* (2000) QCA
- *Macmillan Textbooks 1- 6 (2004)*, available in Notre Dame Prep library. We are able to purchase more up to date material on request.
- *English for Everyone – Published by D.K, available from Clare Barber.*