

**Perryfields**



**Primary**

# **Perryfields Primary School**

## **English as an Additional Language (EAL) Policy**

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## 1. Introduction

### What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Perryfields Primary, there are about 15 different languages spoken of which about 10% of these pupils speak English as an Additional Language.

**Definitions of an EAL Learner:** - "First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become" DFES Guidance 2007.

**Bilingual Learner:** - "Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school - it does not necessarily imply fluency in both or all languages" DFES Guidance 2007

**Advanced Bilingual Learner:** - "Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background" DCFS 2009.

- 1.1. As a school we recognise that EAL Status is dependent on which language was learned first by a child. In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.
- 1.2. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

## 2. Aims and objectives

- 2.1. To assist our EAL pupils to become fluent English speakers as quickly as possible. We are committed to supporting all EAL pupils in their acquisition of English language skills.
- 2.2. To ensure that all children are able to access a number of areas of learning and give them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- 2.3. To ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

2.4. Staff at Perryfields Primary School aim to follow the guidelines issued by the DfE for the Autumn Census (2017) by striving to ensure that all children with EAL have been assessed using the EAL Proficiency Codes.

### **3. EAL at Perryfields Primary School**

#### **3.0. Key responsibilities and Staff Development**

- The EAL lead has the responsibility for overseeing and reviewing the progress of the support in place for all pupils with EAL,
- It is the responsibility of the class teacher to ensure that interventions are carried out using flash academy. In addition, that they receive the appropriate support within lessons,
- It is the responsibility of the EAL lead to update staff about best practice and the types of support they should be giving the pupils,
- Flash academy will be captured on provision map and given to all class teachers with the appropriate pupils on,

As a school, we currently have over 18 different languages spoken with Punjabi and Urdu being the most dominant. Amongst others, include Arabic, Italian, Romanian, Chinese, Bengali, Kurdish, Lithuanian, Polish, Telugu, Pashto, Gujarati, Hungarian and Portuguese. About 11% of our pupils are exposed to other languages at home other than English; making these children bilingual although, English may be their first language.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s. Where the information remains unclear or questionable, from forms completed by parents/careers, teachers must contact parents to clarify and ascertain pupil's EAL status.
- Pupils' previous educational experience.
- Pupils' family and biographical background.
- Pupil's past school if within the United Kingdom.
- Pupil's spoken language ability in English
- Where necessary, pupils' are monitored within two to four weeks of entry to identify their proficiency level. This is established from teacher observations and by completing the tracking proforma (The Solihull EAL Tracker) as a baseline. The EAL tracker is completed by the class teacher to ascertain the pupil's proficiency level if it is unclear at arrival. This period of two to four weeks, allows children time to settle in and feel comfortable with members of staff.
- All EAL pupils (A to E proficiency level) are included in the EAL Register. Every class has an EAL folder which contains pupil's trackers for all EAL pupils within that class. These trackers are updated termly for children in the A to C proficiency level by class teachers. These trackers move up with the pupils as they navigate through school.

#### **3.1. Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Pupil's understanding of words and their meanings cannot be assumed, but must be made explicit.
- Language is central to our identity. Therefore, the home language of all pupils and staff are recognised and valued. Pupils are encouraged to maintain their home language.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

### 3.2. Parents/carers and the wider community

- At Perryfields we welcome parents and carers from all backgrounds.
- We understand that some parents have English as an Additional Language. In this case, the office or a member of staff would offer their support when filling out forms and communicating about school life e.g. parent mail for lunches, class charts.
- Our family link workers work closely with all families but especially with EAL parents.
- Staff who speak different languages in school, continually support parents/pupils with any translation issues.

## 4. Teaching and learning style

### 4.1. In our school teachers act to help children who are learning English as an additional language in the following ways:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Endeavour to build 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.

### 4.2. We ensure access to the curriculum by:

- Using accessible texts and materials that suit children's ages and levels of learning.

- Providing support through ICT, audio visual materials and dictionaries.
- Using the home or first language where appropriate, if possible.

#### 4.3. Resources

- EAL children will be assessed and identified by the class teacher with the proficiency level of A-C and will have their own Year group tablet to use and access Flash Academy only.
- Visual timetables are being used across the school to help and assist children with EAL to understand the lessons and structure of the day.
- Some members of staff are trained in Sign Language to help all pupils.
- All pupils on the EAL tracker have scaffolding in place, such as word maps, visual cues and adult support where necessary.

### 5. Curriculum access

5.1. All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work.

5.2. We do not withdraw children from lessons to receive EAL support. The language support teacher from the LEA's Cultural Support Unit works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups of children, of whom only one or two may be EAL children.

5.3. In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities as needed.

5.4. The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.

### 6. Tracking and monitoring

6.1. At Perryfields Primary School, all EAL pupils are identified on entry and they are added to our EAL register. Most EAL pupils at Perryfields Primary are in the D to E proficiency level, hence, they are able to access the curriculum without the need for interventions and additional support.

6.2. All EAL pupils who are at the A, B or C proficiency in speaking, listening, attention and understanding and writing levels are supported through

interventions, EAL support (using tools like Flash Academy) and targeted teaching.

- 6.3. Pupil's progress is monitored termly by class teachers through formative and summative assessments. Teachers will also use the Solihull EAL Tracker to track each pupil's proficiency and progress in order to identify areas of development. Teachers will complete the Trackers at the start of each term in order to ascertain pupil's progress and this will inform teachers planning for progression and interventions for each pupil.
- 6.4. Pupils are able to use and access the Flash Academy app at home with parents. FlashAcademy® EAL is a digital platform for schools, supporting teachers to deliver learning to pupils who do not have English as their first language. It teaches English curriculum content from 45 home languages, including English to English lessons, and can be used on smartphones, tablets, and PCs. Pupil's progress is monitored through a comprehensive teacher dashboard to help identify gaps in learning.

## **7. Assessment**

- 7.1. We closely monitor and track the progress of these children in line with our school assessment policy. We currently use the EAL Assessment Framework for Schools (Bell Foundation) and the Solihull EAL Tracker to monitor pupils progress and fluency in English.
- 7.2. The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- 7.3. In the mathematics tasks and tests at Key Stage 1, we translate words or phrases that appear in the assessment materials or that the children use in their responses.
- 7.4. For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language. For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English, and who joined our school after 1 May 2000.

## **8. Our Language Acquisition Model**

### **8.1. A - New to English**

Pupils may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.
- A child at this stage needs significant support.

## **8.2. B - Early Acquisition**

Pupils may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Require ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.
- A child at this stage requires support to access the curriculum fully.

## **8.3. C - Developing Competence**

Pupils may:

- Successfully engage in activities across the curriculum as their use of oral English is developing.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

## **8.4. D - Competent**

Pupils at this stage can operate across the curriculum to a level of competence close to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

## **8.5. E - Fluent**

Pupils at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## Our EAL Process

