



The CofE Federated Schools of St Mary's and St Saviour's



EAL Policy

Ratified: Spring 2021 Reviewed: Every 2 years
Next Review: Spring 2023

We aim to ensure pupils:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Key principles for additional language acquisition:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to teaching and learning in all areas of the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understandings cannot always be assumed but needs to be explored.
- Teachers have a crucial role in modelling uses of language.
- All pupils have entitlement to the National Curriculum.
- The schools' statement on inclusion applies to EAL pupils.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Teachers need to be aware of the importance of pupils' home languages and build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language. Literacy in the home language enhances subsequent acquisition of EAL.
- Interventions are put in place, as applicable, for pupils.

Parental Links

- Strategies are in place to:
- Welcome parents into school.
 - Communicate with and involve parents in their children's learning.
 - Promote a multi-cultural understanding in school.

Teaching and Learning

- Teaching plans will identify the demands of the National Curriculum and Foundation Stage Guidance and provide differentiated opportunities matched to individual EAL pupils' needs.
- Key features of language necessary for effective participation in lessons are identified by individual teachers, with guidance available from EAL leaders. This should include specific language functions and structures; these might include key words, certain patterns of grammar and uses of language or forms of text.
- Classroom activities account for the range of purposes and audiences set out in the National Curriculum.
- Classroom activities have clear learning objectives and appropriate support and resources (especially visual) are deployed to ensure that pupils are able to participate in lessons.

Assessment

- Although the DfE requirement for every state school in England to start providing an English proficiency code for their EAL learners has now been rescinded, the schools of St Mary's and St Saviour's continue to monitor, as per best practice guidelines.
- This is carried out using the established 'Proficiency in English' codes: A (New to English), B (Early Acquisition), C (Developing Competence), D (Competent), E Fluent.
- The schools use the 'Babcock' EAL Proficiency Assessment Frameworks for EYFS, KS1 and KS2.
- Assessments are recorded termly in the schools' Pupil Tracker and on the school information management service – ScholarPack.

Resources

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses.