## EAL POLICY
## (Children learning English as an Additional Language)

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| **Date Policy Reviewed:** | 12 November 2024 |
| **Date of Next Review:** | 11 November 2026 |
| **Person(s) Responsible for Review:** | EAL Coordinator and Head |

### Aims

- To ensure that all children, regardless of ethnicity have equal access to a break and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help pupils use English as a means of learning across the curriculum.
- To help EAL pupils to make use of their knowledge and skills.

### Definitions:

EAL is defined as: "a child whose first language is not English" encompassing children who are fully bilingual and all those at different stages of learning English.

EAL children may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but at an English-speaking school.
- Born abroad but moved to the UK at some point before starting school.
- Born in the UK, but in a family where the main language is not English.
- Seeking Asylum or having refugee status.

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

### We believe that

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum.
- The school environment promotes language development through the rich use of language, IT and visual prompts.
- EAL learners make the best progress within a whole-school contact, where children are educated with their peers.
- The school structure, pastoral care and overall ethos, help EAL children integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life- enriching asset.

**On arrival at The Manor Preparatory School**

Wherever possible prospective pupils are invited to visit the school and to have a short time in class with potential peers. Where this is not possible, a remote meeting will be set up with the child in question, an accompanying adult and a member of the Manor staff. In order to help new children settle into the school quickly and confidently when they arrive, children are assessed in numeracy, literacy, language, social interaction and communication skills. Additional information on home language use and linguistic heritage will also be requested from multilingual families.

Children who are new to English are assessed in their home language, where possible. During the first few weeks, further assessment takes place in order to establish whether additional EAL support would be helpful. The EAL Coordinator will discuss additional support with the parents and the class teacher.

Should additional language support be thought to be beneficial to any multilingual child joining the school, this is discussed with parents, where possible, prior to admission.

**Monitoring, observation and assessment**

The school's Multilingual Register records all multilingual pupils and their language background. The school has an additional EAL register which aims to identify those children who are accessing Learning Support as part of their EAL provision and also those for whom their first language at home is not English
The EAL Coordinator monitors the language progression of EAL learners through close links with class and subject teachers. Provision of additional EAL support is based not only on formal summative assessment, but also on teachers' ongoing formative assessment, lesson observation, parent discussions and in consultation with the EAL Coordinator.

**Identification**

Identification is carried out with the purpose of providing the most appropriate provision for each pupil.

We will assess children's use of language through:

- Information from the application form.
- Information from parents/guardians
- Information from initial assessments and observations
- Information from the previous setting.

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, Learning Support team, parents/guardian and pupil.

Termly assessment of level of language acquisition will be carried out to ensure that challenging,bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and monitored to ensure accelerated progress. In assessment of EAL children, competence in English is categorised on a five point scale using the Department for Education's EAL classification codes (also shared by The Bell Foundation):

**A: New to English**: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition**: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence**: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

Should additional language support be thought to be beneficial to any multilingual child joining the school, this is discussed with parents, where possible, prior to admission.

**EAL Strategies Across the School**

- Include all EAL children fully in lessons
- Set high expectations for pupil participation and achievement.
- Offer access to traditional rhymes and stories.
- Provide context embedded language experiences.
- Check for understanding - ask questions or get the child to explain what they are going to do.
- Give clear full explanations of subject specific language.
- Pre teaching when needed of difficult or complex texts or subject specific vocabulary.
- Use consistent language when giving instructions.
- Be aware of the effect of eye contact nad body language
- Consider the language demands and the language opportunities of activities to ensure EAL children can access content and contribute to lessons
- Place EAL children with strong language peer models
- Use speaking and listening to develop language - Talk Partners, pair and group work to build ideas, collaborative learning (whilst appreciating that those new to English may go through an extended 'silent period', where listening skills are more developed than speaking)

- Scaffold and /support learning with writing frames, visual aids (including visual timetables), word banks to ensure work is accessible and cognitive challenge remains high
- Build the field of knowledge through different media
- Use ICT and assistive technology where appropriate.
- When planning, highlight EAL needs and reinforce support to be given.
- Learning support to provide additional support in class and with planning.
- Encourage the use of home language to support and enhance understanding in English.

**Specific out of class support provided by the EAL teacher in 1:1 lessons:**

- Pre-teaching vocabulary and concepts before lessons.
- Reviewing lessons to help build comprehension and consolidate learning.
- Building conversational English skills.
- Providing homework support where needed.
- Supporting study skills: reading comprehension, written English.
- Building higher order academic language.
- Working in partnership with class and subject teachers throughout the school to support language development of EAL pupils.

## EAL resources

The EAL Coordinator and EAL Learning Support Assistant teach individual EAL lessons which are curriculum linked or focused on an identified area of difficulty to support a child's in-class learning.  In-class support, group support and homework support is also offered by the EAL Coordinator. Details of costs for additional language support can be obtained on request.

The EAL Department is equipped with language resources, books and games to make language development fun and interesting for pupils.

## Learning Support and Language Support

The Manor recognises that language needs and learning needs are distinct. EAL children may be offered language support to extend and develop their language competence. They also have access to Learning Support, where needed and/or may be identified as Highly Able.

## EAL Reporting Lines

The EAL Coordinator is also Head of Learning Support and works across all school year groups. The Senior Leadership Team takes an active role in supporting the school's EAL provision.  EAL is recognised as a distinct department within the school and contributes to the School Development Plan.

**Additional Resources:**

The school has a variety of resources to support language development. These are available for all teachers and teaching assistants to access to support individuals or groups of children learning English within class. These will be reviewed and updated by the EAL coordinator annually.. These include:

- Dual language books
- Vocabulary and language development games
- Language Nut website

**Additional Information:**

Department for Education (2021) Statutory Framework for the Early Years Foundation Stage: setting the standards for learning, development and care for children from birth to five.

Department for Education and Skills (2007) Excellence and enjoyment: learning and teaching for bilingual children in the primary years.

Department for Education and Skills (2005) Aiming High: Meeting the needs of newly arrived learners of English as an additional language.

Oxfordshire County Council, Oxfordshire Early Years Development and Partnership, SureStart (2009) Identifying Children Who are Learning English as an Additional Language (EAL) and who may also have Learning Difficulties and/or Disabilities.

The Bell Foundation (2017) EAL Assessment Framework.

https://www.languagenut.com/en-gb/