




Pinxton Village Academies

English as an Additional Language (EAL) Policy

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Signed (Headteacher)	Anne Ingle
Signed (Chair of Governors)	Governing body

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This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their educational and social potential.

Mission statement

As a proud member of the Flying High Trust, we uphold and promote the Trust Values which encompass our ethos. In addition, our curriculum principles specifically include 'Belonging' as a thread to ensure that all children are represented and that diversity is celebrated. We include the celebration of multilingualism in this. At Pinxton village academies we celebrate our diversity and recognise that all pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school we wish to celebrate multilingualism as we know EAL pupils have an incredibly valuable contribution to make to the school's approach to 'Belonging'.

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) in order to raise pupil achievement.

EAL Champion

We have a member of staff who is our EAL champion – Jess Moody, Deputy Head Teacher. The role of this member of staff is to ensure that the profile of this group remains a focus of all staff and that we are meeting all individual needs. The EAL Champion will monitor the progress of EAL pupils and ensure all children are reaching their academic potential.

Context of school

At Pinxton Village Academies we work with a small number of pupils who speak multiple languages or are at the early stages of English acquisition. An early profile review of children attending our three schools highlights that some languages such as Polish and Chinese are used by a small group of children, whereas several other languages may only be spoken by a single child. We strive to ensure that all children feel their home language is equally valued and this contributes further to our curriculum principle of 'Belonging'. At Pinxton Village academies this is done by using representative languages when taking the register, practicing greetings and counting to 10.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Language resources are available for the most commonly spoken languages in school in the form of dual language dictionaries, dual-language story books (which are also utilised from ELS), online resources and introduction to English resources.
- Teaching and support staff and classroom peers play a crucial role in modelling uses of language alongside a strong buddy system. Children are encouraged to link with other children who share the same home language and the school's 'Young Interpreters' formalises this process.
- The language demands of learning tasks need to be identified and included in planning. If language demands are too high for the pupil, additional support and scaffolding will be planned for. Through our planned curriculum, key vocabulary is identified at the outset and short, pre-teach sessions are carried out to introduce new



vocabulary to the children. Teachers routinely use dual-coding to link words and pictures which we know supports EAL children in their understanding. This dual-coding can also be found in the environment and on displays

- Language develops best when used in purposeful contexts across the curriculum. Meanings and understanding cannot be assumed but must be made explicit. The school also uses widgets (small icons) to enhance meaning in some lessons.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use in the school environment wherever possible. This is reflected in our school displays and children are often encouraged to teach some simple phrases from their first language to the rest of the class. 'Language of the month' allows a spotlight to be shone on the school's range of languages and celebrates the diversity within the school
- 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.
- A clear distinction should be made between EAL and Special Educational Needs.

Introduction to School


When enrolling to Pinxton village academies, parents will contact school via the office, who will provide all of the necessary paperwork to be filled in. During this time, we will take initial information about the language and language proficiency of the child. Office staff will inform the class teacher and EAL Champion so that an introductory meeting to school can be set up.

During the introduction to school the child will be:

- Introduced to their class teacher

- Introduced to their class and buddy

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- Taken on a tour of the school
- Information will be gathered to give a whole picture of the child; including but not limited to: 1st language, any other languages spoken, proficiency in English, previous schooling and country of origin, religion and cultural customs. This profile is then used by the class teacher and support staff to facilitate appropriate opportunities
- Teachers will complete a simple proforma which asks:
 1. Has your child already learned some English?
 2. What language does your child hear at home?
 3. What language/s do they feel comfortable speaking?
 4. Which languages (if any) can your child read/write in?
- Teachers will then ask the child to carry out a 'draw a person' assessment, requesting that they label the body using the different languages they use to enable a simple view of understanding to be gained

Assessment

When new EAL pupils join the school, they will be assessed by their teacher in the following areas; 'Listening and Understanding', 'Speaking', 'Reading' and 'Writing'. Based on the outcome of these assessments' children may be given further support in their acquisition of English from our designated EAL teacher. Children will then be banded into one of 5 groups using the Bell Foundation Assessment tool (see link below)

[Levels of Proficiency in English – The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk)

- A) New to English
- B) Early acquisition



C) Developing Competence

D) Competent

D) Fluent

New to English learners should be given:

- *Opportunities to be silent and to listen*
 - *Time to show their thinking in non-verbal ways*
 - *Opportunities to talk with children who model good spoken English*
 - *Opportunities to use their first language as a language for thinking (through translation apps)*
 - *Explicit teaching of phonics*
 - *Closed questions to embed new learning*
 - *Opportunities to take part in pre-teaching sessions*
-
- Consideration and sensitivity will be given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
 - Each EAL child's progress will be closely monitored throughout the school year by the EAL coordinator in school. This is to ensure children are making sufficient progress and further intervention will be actioned as necessary.

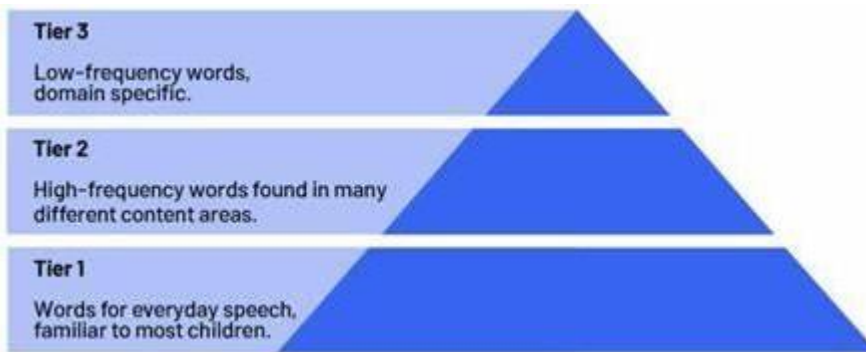
Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives, scaffolds are provided so that all children can access the curriculum.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. topic-specific vocabulary are identified and are displayed in the classroom.
- Enhanced opportunities are provided for speaking and listening, and use made of drama techniques and role play in a positive and safe environment. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- The classroom has a fun and open learning environment in which risk-taking is positively encouraged.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

At the planning stage, tiered vocabulary is taken into account, ensuring that functional language is given prominence to allow children to grasp fundamental concepts



English as an Additional Language and the Curriculum

At Pinxton Village Academies, we provide all of our pupils with a well-rounded curriculum. Where EAL is identified as a barrier to learning, scaffolding and planning will be carefully considered in order to allow each EAL pupil to access the curriculum.

Curriculum subject maps identify key concepts that will be taught to the children and (where needed) concepts that children will need to know have been identified.

For example; in the History subject map; key knowledge of British history will need to be known. Considerations for EAL pupils have been identified, as they may have little to no knowledge of British history.


Special Educational Needs and those working at 'Greater Depth'

- Most EAL pupils needing additional support do not have SEN .
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as working at greater depth, they have equal access to school's provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

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- Providing a welcoming induction process and tours of the school for newly arrived pupils and their families/carers.
- Identifying linguistic, cultural and religious background of pupils
- Recognising and encouraging the use of first language.
- Giving new families community Welcome Booklets to help them become familiar with the area and facilities available within it.
- Translating school letters into first languages where appropriate and necessary
- Providing translators for parents who may find it difficult to communicate
- Hosting regular Diversity coffee mornings to encourage families to meet others in the area, as well as becoming more involved in the school community
- Hosting events which celebrate diversity and during which pupils and families are invited to share their cultural background with others across school through a series of culinary, art or musical events etc.
- Helping parents understand how they can support their children at home, especially by continuing to read regularly and to embed new language and concepts
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.

Research and Development

Finally, our school commits to the training and development of all our staff in supporting the needs of EAL learners. In doing so, we will use the materials shared by the Bell Foundation and continue to participate in Trust and LA training modules.

As part of the opening of the school, all staff to participate in training from the Trust EAL specialist who draws from the Nottinghamshire County Council EAL network. The staff will also be directed to;

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[EAL Research – The Bell Foundation \(bell-foundation.org.uk\)](http://bell-foundation.org.uk)

[English as an additional language \(EAL\) | EEF
\(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)

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**ENGLISH AS AN
ADDITIONAL LANGUAGE**

AN EVIDENCE-INFORMED
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