



Newtown C of E Primary School

English as an Additional Language (EAL) Policy

Ratification Date:	March 2025	Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next review	March 2028	

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives

- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

Definition

In defining EAL, Newtown C of E Primary School have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but 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.

Children with English as an additional language may need more time settling in and will need varying levels of provision.

Introduction

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.

Advantages of being multilingual

Research tells us that maintaining at least 2 languages is an advantage for later academic achievement. It's desirable for children who are potentially bilingual and multilingual to be supported in all the languages available to them.

Aims

- To give all pupils the opportunity to overcome any barrier to learning.

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate 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, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers and learning support assistants with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupil's progress each term in order to make decisions about classroom management and curriculum planning.

School/Class Ethos

Newtown C of E Primary school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers in the classroom.

The school structure and overall ethos aim to help EAL pupils integrate into the school whilst valuing diversity. Children that enter the school with little or no English will be given the opportunity to complete school work in their home language and a program of support for a transition of languages will be implemented when children are secure in their new setting.

- Classrooms are to be arranged to be socially and culturally inclusive.
- Teachers recognise the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual.

- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class.
- We also recognise that support may be necessary beyond the time a pupil appears orally fluent.

Assessment

The pupil's needs should be identified during the admissions process:

- For children who arrive in the UK from overseas, the local authority Admissions Team will collect information about pupil's additional language needs and pass on to the school. For children moving from another school within the UK, information is shared between schools. This will then be passed to the class teacher and Inclusion/EAL lead.
- Lessons will be planned appropriately.
- The teacher will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the EAL lead at the end of each term.
- The BELL assessment framework will be used to assess all new EAL pupils.

Teaching and Learning

- Staff can help pupils learning English as an additional language in a variety of ways:
- By planning differentiated learning for EAL pupils if necessary – this may include pictorial learning.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- By 'buddying' EAL pupils with students who can academically support them.
- By using a visual timetable.

- Supporting emotions with feelings cards.

Access and Support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Learning Support Assistant or teacher within the classroom.

Monitoring progress

- The monitoring of pupils' progress is shared between all teachers, learning support assistants, EAL lead and the School Inclusion Lead.
- Pupils are also encouraged to show their own progress to SLT and class teachers to bolster self-esteem and increase accountability.

Supporting the EAL Policy

Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In medium and short term planning, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

The role of class teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.
- make sure the classroom is a diverse learning space with added translated vocabulary if needed.
- Speak face to face with an EAL child and use hand gestures where necessary.
- Use short, simple sentences with correct grammar.
- Repeat words or phrases that are specific to the subject.

Language and literacy experiences of EAL learners

- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school.
- Some pupils have SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demand of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles(genres) to meet different purposes and audiences which need to be explicitly taught.

Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. At Newtown C of E Primary School we aim for all EAL pupils to;

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure pupil is clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

