



English as an Additional Language Policy

Leading Staff Responsible	Mrs Das-Mahon
Governor Responsible	Jenny Yiend
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Introduction and Rationale

At St Mary's Hampton Church of England Primary School, we believe that learning should be a rewarding and enjoyable experience and should take place in an environment where everyone feels safe and secure. Our English as an Additional Language (EAL) policy supports us in working together to build a caring, inclusive community, in which we all grow and flourish under God's guidance. Our core values of Faith, Hope and Love are rooted in how we nurture good attitudes and behaviours for all.

Faith

- We have understanding, appreciation and respect for all faiths and views.
- We have courage in the choices we make.

Hope

- We are ready, respectful and responsible at all times.
- We find solutions to problems to stay hopeful and resilient in the face of challenges.

Love

- We will treat others as we would wish to be treated and realise that our actions, thoughts and words matter.
- We show understanding, tolerance and compassion of others emotional, academic and social starting points.
- We are honest, loyal and forgiving.

Statement of Commitment

At St Mary's Hampton Church of England Primary School, we are committed to ensuring every child succeeds their full potential. We are dedicated to raising the achievement and attainment of pupils with English as Additional Language (EAL), enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experience and talk, we aim to meet the language needs of our learners.

Our school rules are embedded within our EAL Policy

Our school rules encourage all children to be **Ready, Respectful and Responsible learners**. These are displayed in every classroom and are understood by all children.

St Mary's definitions of Ready, Respectful and Responsible learners:

Ready

- Being in a regulated state to learn
- Having access to self-regulation strategies to learn
- Having courage and resilience to take on challenges and learn something new.

Respectful

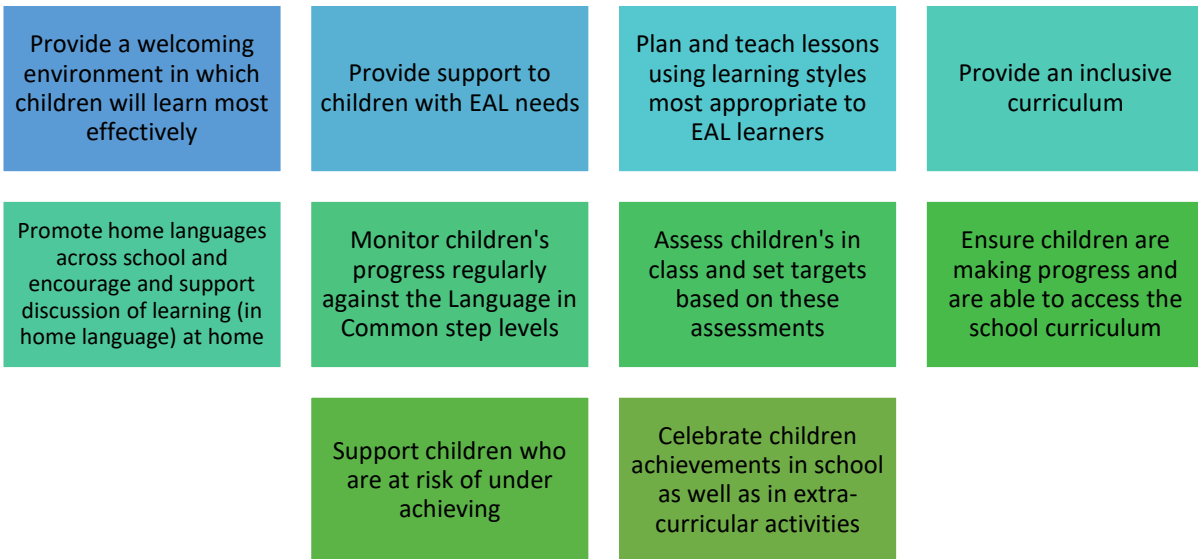
- Being understanding and respectful of others
- Being compassionate at all times
- Treating others as we would wish to be treated.

Responsible

- Being honest, loyal and forgiving
- Realising that our actions, thoughts and words matter.

Aims

As a school we aim to:



This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, to meet the needs of children who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at St Mary's Hampton CoE School, we provide children with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

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" Department for Education (DfE) Guidance 2007.

Bilingual Learner:

"Bilingual here is taken to mean all children 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" DfE 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", DfE 2009.

Planning and Teaching for children with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, children are taught to learn using a variety of strategies. Children learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Children are encouraged to share languages with their peers.

At St Mary's Hampton CoE Primary School, we place great emphasis on 'Talk for Writing' activities, which underpin the development of language for oral and written communication. Across the school, we use consistent symbols through our marking codes and follow Pie Corbett's approaches in English, eg: story mapping. Guided talk and the use of visual stimuli is of particular benefit to our EAL learners. In addition, we have recently embraced a whole school 'Talk for Maths' approach (from Reception to Year 6) to develop our children's understanding of concepts and language in Maths.

A comprehensive programme of intervention is in place for our International New Arrivals, and for those who speak English at an 'early acquisition' level, to support their access to the curriculum in class. Our Teachers and Learning Assistants liaise closely with the EAL Lead/ Assistant Headteacher for Inclusion before planning and delivering sessions.

Monitoring and Assessment

The class teacher is responsible for the assessment of all children in class. As outlined above, he/she liaises closely with the EAL Lead/ Assistant Headteacher for Inclusion to identify and address needs. The EAL Lead meets with class teachers to review children progress, intervention groupings and assessments, according to the 'Language in Common EAL Assessment Framework'.

EAL Role and responsibilities

EAL Lead: *Mrs Das-Mahon (Assistant Headteacher for Inclusion)*

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL children and to contribute to raising the educational achievement of children with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

disseminate information and key messages effectively	represent and promote the needs of EAL pupils	advise teachers about the development of EAL strategies, planning and assessment prepare and update EAL action plan
actively contribute to the development, implementation, monitoring and evaluation of the EAL policy	keep up to date regarding EAL 'Good Practice'	develop and maintain assessment procedures
audit resources	audit resources	take part in monitoring of teaching, planning and books

Resources

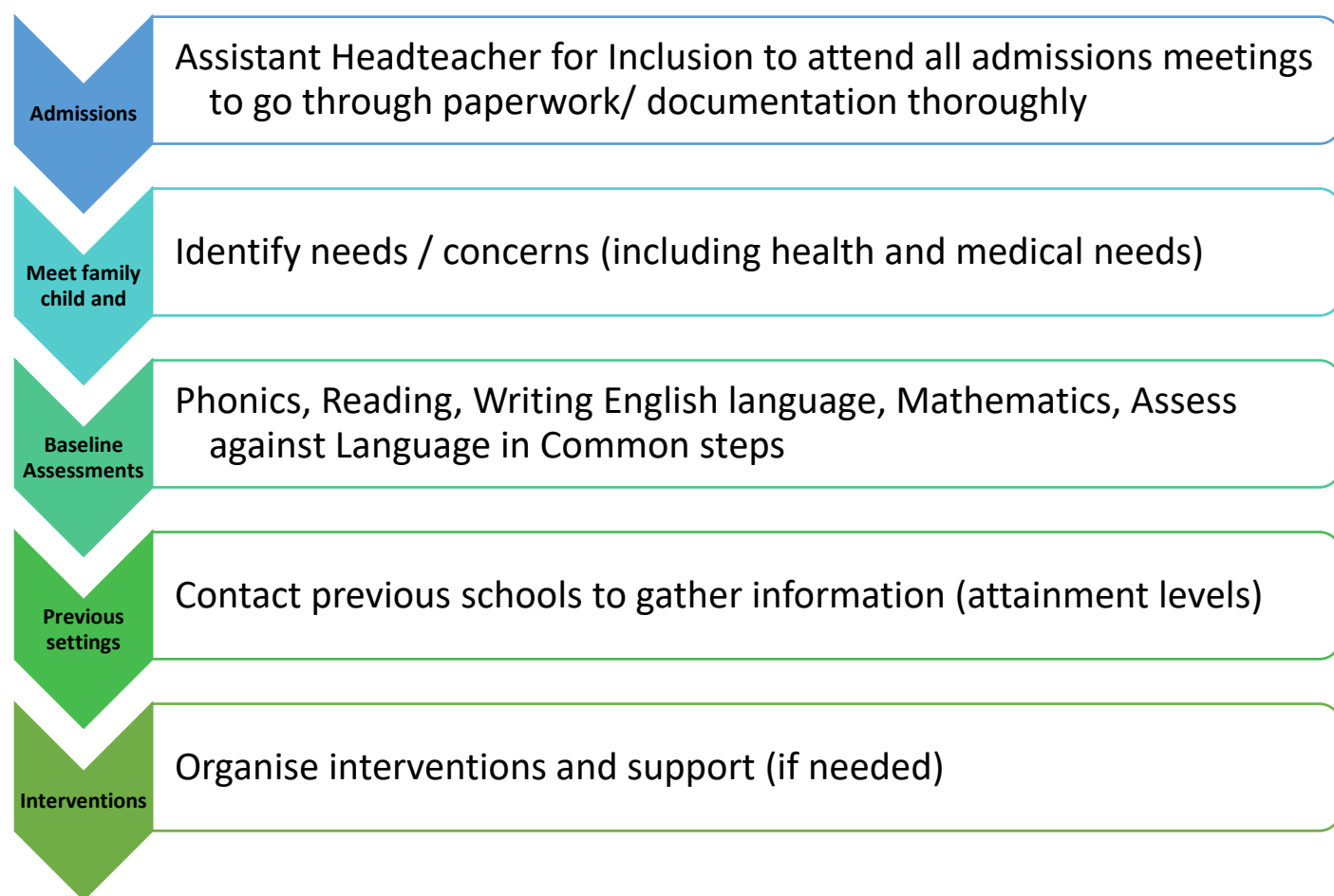
With guidance from the National Association for Language Development in the Curriculum, St Mary's Hampton CoE Primary School is developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

The EAL Lead is responsible for ensuring children are given appropriate support in and outside the classroom environment and monitors the progress of this support.

International New Arrivals (INAs)

At St Mary's Hampton CoE Primary School we define new arrivals as children who have not had a consistent education in the United Kingdom for the past year.

We have developed a comprehensive Induction programme to enable a smooth transition for EAL children joining our school.



Key Principles for INA new to English

Maintain their home language	Where possible use other children/ adults who use the same home language	Purposeful contexts across the curriculum	Work in collaborative groups or pairs with simple repetitive language
Good English speaking role models	Use as many visual prompts	Planned interventions to introduce new vocabulary and grammatical forms	Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits
Lots of hands on experience support cognitive development	Teach useful words and phrases (enabling language) and the routines of the classroom	Visual communication e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.	Activities with clear language and use of appropriate resources to enable children to participate and access the curriculum in all areas.
Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.	Create a language rich environment.	Display positive images of people from ethnic minorities.	