

## English as an Additional Language (EAL) Policy

**Policy written: July 2020**

**Reviewed: November 2023**

**Review date: September 2026**

This policy is a statement of The Pioneer Academy's aims and strategies to ensure that our EAL pupils fulfil their potential, both academically, socially and emotionally and that their families/carers are supported within our community.

### **Introduction**

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 background. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. (Refer to our Equality Policy).

### **Aims of the Policy**

The aim of this policy is to help ensure that we meet the full range of needs of those children, including SEMH concerns related to potential adverse experiences, who are learning English as an additional language (EAL) through planning, organisation, teaching and assessment procedures and through the use of targeted resources and strategies.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. We must be conscious that their ability to participate in the full curriculum may be in advance of their communicative skills in English and that full access to good quality first teaching across the curriculum is key.

### **Teaching and learning styles**

In The Pioneer Academy schools, teachers take actions to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- ✦ ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- ✦ explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- ✦ providing a range of reading materials that highlight the different ways in which English is used;
- ✦ ensuring that there are effective opportunities for talking and that talking is used to support writing;
- ✦ encouraging children to transfer their knowledge, skills and understanding of one language to another;

- ✦ building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- ✦ using accessible texts and resources to suit children's age and levels of learning;
- ✦ providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses;
- ✦ using the home or first language where appropriate.
- ✦ being aware of, and supporting, individual SEMH needs

Providing additional support for EAL children who are learning in the following categories:

- ✦ providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- ✦ Support staff and class teacher support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- ✦ additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in our schools.
- ✦ SEMH and nurture support for those children who may have suffered adversely from their move to another country.

### **Curriculum access**

To enable children who are learning English as an Additional Language to access the curriculum, schools will:

- prepare sessions with the pupil before teaching input, for example before a whole class session;
- prepare sessions following up a whole class or group session to reinforce key language and concepts;
- prepare sessions to enable the pupil to complete homework tasks with understanding;
- provide intensive support for bilingual pupils at a very early stage of learning English;
- build on children's experiences of language at home and in the wider community, so that their developing use of English and of other languages support one another;
- provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- provide bilingual support and scaffolding to extend vocabulary;
- provide a variety of writing in the children's home languages as well as in English;
- provide opportunities for children to hear their home languages as well as English.

### **Roles and responsibilities**

All staff have a responsibility for making children feel welcome, safe and happy and for supporting and encouraging children to become fluent English speakers, communicating the expectations for Speaking and Listening in our schools. All staff have responsibility for:

- modelling good use of English, in extending sentences and encouraging children to do the same;
  - communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
  - communicating to children that they are expected to listen and respond when someone speaks to them.
- All teachers have responsibility for:
- planning appropriate work to support children's stage of fluency and anticipating opportunities for developing use of English;
  - planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;

- setting targets for improving oracy and speaking and listening; • assessing and tracking progress in the use of English language.

The Inclusion Manager is responsible for:

- overseeing initial assessment of children's speaking and listening level at admission to the Academy;
- additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency, including SEMH support;
- supporting whole school or year group planning with additional input on developing language across the curriculum;
- identifying and providing resources which support children learning English as an additional language;
- overseeing speaking and listening assessments each term in partnership with class teachers. Additional support staff have responsibility for:
  - working with targeted groups to support induction and children's access to the curriculum, including SEMH support if needed;
  - translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;
  - translating to enhance communication between Academy and parents.

### **Assessment**

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language:

- in the mathematics tasks and tests at Key Stage 1, we may translate words or phrases that appear in the assessment materials or that the children use in their responses;
- for the written mathematics reasoning tests at Key Stage 2, we may provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language;
- for the arithmetic test at Key Stage 2 we are unable to provide a verbal translation of the test to children who have limited English.

### **Parental/Community Involvement**

We will support and encourage parental and community involvement by:

- the ClassDojo translates into the different languages spoken at home by our pupils' families.
- providing a warm and welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in school and in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.