



Lincoln Bishop King CE Primary School

Dream big. Love God. Live well.

English as an Additional Language (EAL) Policy

Reviewed: June 2024

Next review (2 years): June 2026

We are an inclusive school within a very diverse community; our children are of many different nationalities. They come from a range of backgrounds with a wide range of language skills.

Context

- The School has 460 pupils on roll, of which approximately 63% speak English as an additional language.
- Altogether there are at least 23 different languages spoken at Bishop King School.
- A proportion of our pupils have arrived from other countries with no, or very little, understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school.
- We are constantly developing the partnership between staff and parents, as we understand how important this relationship is to the children's learning.

As a school we aim to

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils' progress against the NASSEA step levels and the National Proficiency Scale.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in school, and in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils 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. At Bishop King School, at least 23 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils 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."
DFES Guidance 2007.

Bilingual Learner

“Bilingual here is taken to mean all pupils 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”.
DFES 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.”
DCFS 2009.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils 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. Pupils are encouraged to share languages with their peers.

Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class.
All EAL pupils are assessed against the National Proficiency Scale once a year

EAL Role and responsibilities

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils 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
- 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
- prepare and update EAL action plan.

New Arrivals

At Bishop King School, we define new arrivals as children who have not had a consistent education in this country for the past year or exposure to the English language. We have developed a comprehensive Induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for our new pupils and their families. Class teachers monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school.

Key Principles for our 'New to English' pupils

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.
- We provide the new pupil with a supportive 'buddy' preferably a speaker of the same language
- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs
- Group with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits.

Strategies for working with children who are new to English

- Provide lots of hands-on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived children useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided, eg Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for, eg language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images that reflect and celebrate our multi-national families.
- Celebrate the languages in school with a 'Language of the moment' throughout the year.