



EAL Policy

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Introduction

The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community.

Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding. They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mind set, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle.

As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs, that will equip them to take responsibilities and lead at a local, national and global level.

To enable all learners including EAL pupils to receive the full impact from our intent, 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 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.

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) and so to raise pupil achievement.

Statement of Aims

The school is committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

Primet Primary School is a diverse community that is proud to provide quality education to all children and provide support to families where English is not their home language.

A significant proportion of the children have come to Primet having little education in their native country and most new arrivals do so within the key stage 2 classes.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and included in planning.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children 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.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

Bursar – collection and recording of information regarding home languages that is updated within SIMS.

EAL Leader – Deputy Head Teacher – Responsibilities include: Organisation of intervention groups. Management of EAL intervention programme and updates to staff responsible for delivering the programme. Attendance at regional cluster meetings to ensure that training and resources are up to date.

English Acquisition Group Leader – Responsibilities include: Planning, delivering and assessing the children within the group. Regular liaison with EAL Leader and class teacher on attainment and movement of pupils from English Acquisition Group back to the mainstream classroom.

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning

Children that arrive at Primet Primary School as a new arrival with little or no English will undertake a screening test with the EAL intervention team within the first 2 weeks of arrival. Results from the screening test will establish the child's need and appropriate placement within an intervention programme as appropriate. Although it is acknowledged that language acquisition happens best within the classroom and when immersed within the curriculum, it is also acknowledged that a certain level of intervention is needed to enable EAL learners to access some of the curriculum being taught.

As a result, there is a two stage approach to the intervention programme which should last no more than a term that develops basic language skills allowing the pupil to access most of the curriculum within the classroom. Within the stages children will use pictures and build up a sight vocabulary of the words applying the vocabulary within structured sentences.

Stage 1 – New arrivals and EYFS and Key Stage 1 and 2 children:

- Basic Greetings
- People
- Class Objects
- Colours
- Body Parts
- Numbers 1 to 10
- Days of the week

Stage 2 – Key Stage 2 only children

- Animals
- Action verbs
- Shapes 2D
- Shapes 3D
- Time
- Money
- Numbers 10 to 20
- Numbers 20 to 100
- Phonics – alphabet and common digraphs

Within the classroom, children will be supported by the following:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- EAL learners are encouraged to use their first language for learning.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.

- Key language features of each curriculum area eg tiered vocabulary within topic areas that include visual and sentence with word used or defined and key vocabulary displayed on working walls and where appropriate visual representation.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Use of pre-teach activities.

Assessment

EAL learners will be assessed within class using the NASSEA steps for reading and writing until they reach step 3. At step 3 there are clear comparisons to the Year 1 curriculum where they then move onto the school assessment systems.

Admitting New Pupils

Upon arrival to Primet Primary School, parents will complete an induction form and a home school agreement completed that is available within a number of different languages. AS part of this process they are asked about the interest, language acquisition in their mother tongue and about any previous schooling received.

This information is then shared with school staff enabling class teachers to prepare resources including:

- Talking fans
- Greetings posters
- Basic First Aid language
- Visual time-tables
- Preparation and training of buddies to help support the new comer within class and at break and lunch times.

Parents/Carers and the Wider Community

To support parents within the transition period and to maintain excellent relationships, the school will use translator services where possible to deliver messages within the mother tongue. This includes the use of any bi-lingual staff within school and the use of colleagues from neighbouring schools where possible.

Staff Development

Staff will undertake relevant training from the EAL co-ordinator and LEA as appropriate. This will ensure that all staff are aware of new approaches to teaching EAL learners and resources available to enable all learners including EAL achieve their best and reach age related expectations locally and nationally.

Review of Policy

Policy updated September 2025

This policy will be reviewed 2026 by (*EAL co-ordinator*).

