

# Donnington Wood Infant School & Nursery



## EAL (English as an Additional Language)

<b>Date of Policy Creation</b>	March 2020	<b>Named Responsibility</b>	EAL Leader– Mrs Y Jones Headteacher – Mrs C Boddy
<b>Date of review completion</b>	May 2024	<b>Named Responsibility</b>	Teaching and Learning Committee
<b>Inception of new Policy</b>	June 2024	<b>Named Responsibility</b>	Mrs Y Jones/Mrs C Boddy
<b>Date of Policy Adoption by Governing Body</b>	June 2024	<b>Review due</b>	Summer 2027

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parents and members of the wider community

At Donnington Wood Infant School and Nursery we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

This policy is a statement of our schools aims and strategies to ensure that EAL pupils fulfil their potential.

## **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. 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, and education against racism and promoting language awareness.

## **Aims of Policy**

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. Our aim is for the pupil to become fluent in speaking, reading, writing and understanding English and to access the school Curriculum as fully as possible.

We aim to achieve this by: -

- ◇ Providing a welcoming environment in which pupils will learn most effectively.
- ◇ Providing appropriate and personalised support for all pupils with EAL
- ◇ Plan and teach lessons using learning styles most appropriate to EAL learners.
- ◇ Provide an inclusive curriculum.
- ◇ Monitor pupils progress regularly against the Language in Common assessment scales
- ◇ 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 class.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

## **The Role of the EAL Leader**

- ◇ The EAL Leader will liaise with the Multicultural Development Team (MDT)
- ◇ The EAL Leader will assess individual children at the request of the Class Teacher
- ◇ The EAL Leader will support staff in the teaching of EAL pupils.
- ◇ The EAL Leader will support Staff with the assessment of EAL pupils.

- ◇ The EAL Leader is responsible for ensuring that EAL data collection procedures are carried out.
- ◇ The EAL Leader will monitor EAL provision in the school.

## **What is EAL (English as an Additional language)?**

It means English as an additional language, when a pupil speaks a home language other than English. EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'. This includes, for example:

- New arrivals from abroad who speak little or no English
- Children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages
- Young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.

Advanced bilingual learners are defined as 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 their language background.' Ofsted 2005

## **Starting school or nursery**

We follow a 'New Pupil' induction procedure for all children joining the school or nursery. **Appendix 1** sets out the schedule for induction, support and assessment for EAL pupils.

Every class in school from Year Nursery to Year 2 have appointed class buddies who help new pupils settle into school by showing them around the school, helping them make new friends and ensuring these pupils are not excluded from activities in and outside the classroom. A welcoming environment in class helps the pupil settle in quickly and Pupil & Family Support staff work with new arrivals to ensure they are settling into school life smoothly.

The EAL Leader will also have a specific set of criteria to assess how the children are settling into school life. This will be done at specific times after their arrival. **(See Appendix 2).**

## **'New Arrivals' from overseas**

We define 'new arrivals' as children who have not had a consistent education in this country for the past year.

Most new arrivals have English as an additional language needs. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum. They will be assessed following the criteria and timescales set out in **Appendix 1**.

## **Children transferring from other UK educational settings**

Children transfer from other educational settings throughout nursery and school. Information will be sought from the previous nursery or school to support transition and settling in. This will include any relevant information or assessment relating to EAL.

Children with previous experience of UK educational settings may still be at the early stages of English language acquisition or be advance bilingual learners. They will be assessed following the criteria and timescales set out in **Appendix 1**.

### Children starting school or nursery for the first time

Some EAL children have been resident in the United Kingdom for all or most of their lives. They have varied levels of English language skills from none to advance bilingual learners. EAL children starting nursery or school for the first time will be assessed following the criteria and timescales set out in **Appendix 1**.

## **Assessment**

New EAL children will be assessed within the first half term of starting, regardless of their previous exposure to English. If a child is working below the expected standard for their age group, the class teacher will use the EAL Assessment framework.

Teachers will use strategies such as observation, questioning, language sampling, analysing talk and writing to identify strengths and areas for development. This, combined with day-to-day assessment and summative assessments, should be used to inform planning and teaching.

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils' progress termly, using EYFS or National Curriculum expectations and the EAL Assessment framework. Additional support can provided using class Teaching Assistants.

- ◇ Summative assessments will be made each mid-term in line with the school's academic assessment timetable
- ◇ Staff have regular liaison time to discuss pupil progress, needs and targets.
- ◇ Progress in the acquisition of English is regularly assessed and monitored by the EAL leader or Class Teacher using the EAL assessment framework
- ◇ Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- ◇ Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- ◇ Assessment in maths can be achieved by using the Assessment in Maths tool kit.
- ◇ Further support can be found in Excellence and Enjoyment: learning and teaching for bilingual children in the primary years.
- ◇ Assessment in the Foundation stage – provision needs to be made for assessments to be made in home language in all areas except for Communication & Language and Literacy (Reading and Writing) when assessments must be made in English.
- ◇ All EAL pupils are entitled to assessments as required.
- ◇ MDT (Multicultural Development Team) may be requested to visit school following a period of time where the EAL leader has tracked progress and has concerns. They will visit to assess and monitor pupils, give further support and guidance to staff and direct support to prioritised pupils.
- ◇ Referrals to MDT should be made at the following times:-

- **Key Stage 1** children – Following a tracking period of at least two terms – Class teacher to allow time for child to settle and then assess the need for an assessment – Class teacher liaises with EAL leader to complete the referral.
- **Early Years Foundation Stage** – If concerns after three terms - Discussion with Early Years Leader and the Liaise with EAL leader to complete referral.

If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the EAL lead needs to be alerted and will make provision for an 'in depth' assessment of the pupils home language to be made to establish whether or not the pupil is experiencing learning difficulties.

## **Planning and Teaching**

- ◇ Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- ◇ Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- ◇ Staff regularly observe, assess and record information about pupils' developing use of language.
- ◇ When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- ◇ Teachers are responsible for planning tasks to ensure effective use of Teaching assistants to support EAL children.
- ◇ Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- ◇ Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- ◇ Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- ◇ Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- ◇ Additional verbal support is provided, e.g. repetition, modelling, peer support.
- ◇ Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- ◇ Where possible, learning progression moves from the concrete to the abstract.
- ◇ Discussion is provided before, during and after reading and writing activities.
- ◇ Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- ◇ Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books or dual language words.
- ◇ Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.
- ◇ Plan opportunity for the child to have a pre-teach or consolidation on a 1-1 basis.

## **Resources**

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences, resources will include:

- ◇ Dual Language books in classrooms (available from MDT)
- ◇ Multi-lingual signs and posters around the school and classrooms.
- ◇ Displays of languages.
- ◇ Language and vocabulary games.

### **Success Criteria for this Policy:**

- ◇ Pupils feel confident and happy.
- ◇ Pupils acquire English language skills swiftly and become confident in their use of spoken and written English
- ◇ Over time pupils achieve on a level with the monolingual pupils.
- ◇ Staff feel confident in supporting the needs of EAL pupils.
- ◇ Pupil data is accessible and manageable.
- ◇ Parents are happy to approach the school.
- ◇ The school environment reflects and celebrates the multi-lingual nature of the pupil population.

### **Monitoring this Policy**

- ◇ All staff are responsible for implementing this policy.
- ◇ The EAL Leader and Senior Leadership Team will collect and analyse EAL data

## Appendix 1

## New EAL pupil induction and assessment

<b>Identification</b>	<p><u>Initial visit</u></p> <p>Family invited to school for an initial visit</p> <p>New pupil induction process commenced</p> <p>Parents/carers informed of school requirements.</p> <p>Parents and pupil are given a tour of the school and introduced to their class teacher.</p> <p>Parents and carers are informed of the pupil's start date.</p>
<b>Preparation</b>	<p><u>Preparing for new pupil starting</u></p> <ul style="list-style-type: none"> <li>• Use information gained from pupil / parent visit to prepare relevant resources, to include, e.g. early language support pack (picture/word fans, basic word books, vocabulary mats) and additional support.</li> <li>• Talk to the class about the arrival of a new pupil. Select pupils to be 'buddies' and ensure that they know what their responsibilities will be.</li> <li>• Ensure staff are aware of new pupil and home language</li> <li>• Identify any other pupils or families with the same home language</li> <li>• Visual timetable developed for pupil (where appropriate)</li> <li>• Bilingual translating device available for classroom use where appropriate.</li> </ul>
<b>Initial assessment and support</b>	<p><u>First week</u></p> <ul style="list-style-type: none"> <li>• Use Early Support Strategies Checklist to plan provision for the EAL pupil (<b>Appendix 2</b>)</li> <li>• Initial assessment carried out at the end of the first week to assess how well the pupil is settling into school (use Early Success Criteria)</li> <li>• Observations of learning across the curriculum.</li> </ul> <p><u>First month</u></p> <ul style="list-style-type: none"> <li>• Early Success Criteria revisited to assess how well the pupil has settled (<b>Appendix 2</b>)</li> <li>• Early profile developed based on the NASSEA Assessment system.</li> <li>• Set language targets for the learner or, if relevant, develop an individual support plan.</li> <li>• Identify and implement specific interventions where appropriate – e.g. pre-teaching sessions, guided writing sessions, talking partners, etc.</li> </ul>
<b>Assess</b>	<p><u>First half term</u></p> <ul style="list-style-type: none"> <li>• At the end of the first half term, update the NASSEA assessment grid.</li> <li>• Discuss New Pupils in a Pupil Progress Meeting. Consider the following – progress against targets, social interaction and any further support needed.</li> </ul> <p><u>On-going</u></p> <p>Devise new targets if appropriate and plan targeted interventions to plug gaps and help children acquire language.</p> <p>If progress is being made in the expected timeframes (see Language Acquisition timeline sheet for support) continue the process.</p> <p>If the pupil is in KS1 and there are concerns about English Language make a referral to MDT after the 2nd term.</p> <p>If the pupil is in Foundation and there are concerns after three terms, discuss with Team leader whether a referral to MDT would be appropriate.</p> <p><u>Concerns</u></p> <p>If limited or no progress has been made in the time frames shown on the Language Transition Timeline, refer to the SEN process and discuss the pupil at the next SEN Review meeting.</p>

## **Appendix 2**

### **1a**

#### **Success criteria for new EAL pupil**

By the end of the first week the pupil is:	<b>Yes</b>	<b>Not yet</b>	By the end of the first month the pupil is:	<b>Yes</b>	<b>Not yet</b>
Relaxed and happy.			Coming to school happily		
Beginning to follow some classroom routines/conventions.			Relaxed and happy in school.		
Familiar with arrangements for school meals.			Following daily class routines.		
Familiar with location/use of classrooms and toilets.			Initiating contact (verbal or social) with teacher/other adults.		
Beginning to interact socially with peers.			Setting to task in the classroom.		
Comfortable using home language in school.			Playing/interacting with others at break time.		



## 1b

### 20 TOP TIPS SUPPORTING NEW ARRIVALS IN PRIMARY SCHOOLS

- ◇ Teach your class to say “hello” using the new pupil’s language and learn to say his/her name correctly.
- ◇ Don’t panic - Children may have a silent period.
- ◇ Plan for peer support – put in place a buddy system.
- ◇ Make all communication as visual as possible including at KS2
- ◇ Have a box of materials and activities that beginners can access easily
- ◇ Provide a bilingual dictionary for pupils who are literate in their first language
- ◇ Keep activities short – don’t expect beginners to be able to sit and listen for too long
- ◇ Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
- ◇ Group beginners with pupils with good language and behaviour models.
- ◇ Understand the pressures and changes that the beginner is experiencing.
- ◇ Enable beginners to maintain their first language in school and at home.
- ◇ Use simple sentences or phrases to model correct language structures.
- ◇ Model language rather than correct the beginner’s language.
- ◇ Allow thinking time.
- ◇ Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
- ◇ Find information about L1 (readily available on internet) to better understand pupils’ acquisition of English.
- ◇ Provide opportunities for pupils to rehearse responses orally.
- ◇ Demonstrate the meaning of instructions.

## 1c

### Supporting newly arrived learners– A checklist for admission to school

#### Preparing for an admission

Whom to invite.

- ◇ The child and his/her parents or carers
- ◇ An interpreter if needed

What information does the family and the child need?

- ◇ The names of members of staff the child will meet in school.
- ◇ Requirements for school's admissions forms
- ◇ A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc (Translated if possible)
- ◇ A calendar of school events, trips, holidays and occasional days
- ◇ Uniform and PE kit list with examples to show.
- ◇ A list of any other clothing or equipment which the family is expected to provide.
- ◇ Information about school meals and lunch time arrangements.
- ◇ Information about any support the school will put in place e.g. TA, buddies
- ◇ Information about any grants, benefits or assistance available
- ◇ Curriculum information
- ◇ Information about extended schools provision and children's centre, if applicable
- ◇ A contact name and telephone number for the school

What information does the school need?

- ◇ The child's name and how to spell and pronounce it correctly
- ◇ Details to complete the admissions form during the interview
- ◇ Languages spoken within the family
- ◇ Language used for previous education
- ◇ Languages learned at previous school

## 1d

### **Supporting newly arrived learners– A checklist for Supporting the emotional and social needs of the newly arrived pupil with EAL**

- ◇ Utilise peer support. Recruit a pair of 'buddies' and a 'circle of friends' who will help the newly arrived pupil to become familiar with the layout of the school and routines. They will help the child to feel included at lunch time as well as in class activities.
- ◇ Teach the class to say 'hello' using the new pupil's language and learn to say his/her name correctly.
- ◇ Introduce basic 'survival language' (toilet, hungry, thirsty etc). A few illustrated cards can be useful.
- ◇ Ensure all staff (teaching and support staff, MSAs, kitchen and caretaking staff) know about the needs of the new pupil.
- ◇ Understand that the pupil may have a silent period of up to several months. They may seem unresponsive, but a great deal of absorption of language and learning will be going on.
- ◇ Understand the pressures and changes that the beginner is experiencing e.g. culture shock.
- ◇ Integrate the pupil into regular school and class activities. Give some responsibilities e.g. giving out books.
- ◇ Participation can take many forms. Don't worry if a pupil does not want to join in actively at first. Invite the pupil to join in practical activities and try to ensure they have something to do which is relevant to the lesson.
- ◇ Behaviours can be culturally influenced. Some pupils may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don't understand what you are saying. They may stand closer or further away than you or other children are accustomed to.
- ◇ Recognise that there may be differences in attitudes to food, in eating styles and preferences. The child might not be used to eating with anyone outside their family.
- ◇ Be sensitive about inappropriate behaviour e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.
- ◇ It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need regular short breaks from concentration throughout the day.
- ◇ Show interest in the pupil's country of origin. Give their culture recognition in any way you can.
- ◇ Value, use and display first language wherever possible.

- ◇ Encourage interaction with speakers of the same language in the school and at home (a secure first language reflects in any additional language learned).
- ◇ Recognise that the beginner may have a greater ability or understanding than he/she is able to demonstrate, which can be frustrating for pupil and teacher.
- ◇ Maintain contact with the parents. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- ◇ Ask parents and members of the community to provide first language resources e.g. labels, pictures, recordings of music or stories. Invite them into school to join in assemblies or to read dual language books. Some resources are also available from MDT.
- ◇ It is important to avoid overgeneralisations and stereotyping of pupils and their families. Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities and things we hold in common.
- ◇ Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.