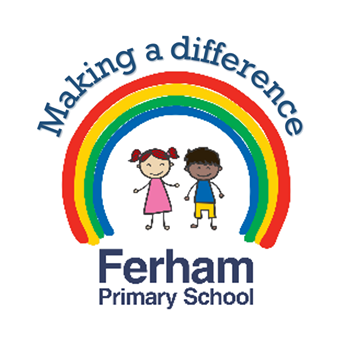


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**English as an additional language (EAL) Policy**

**October 2021**

Date for Review: September 2022

**James Montgomery Academy Trust**

# Statement of intent

At Ferham Primary school we ensure that:

* EAL pupils and their families are supported to ensure their basic needs are met on arrival to school
* We promote equality of opportunity for all learners including for those where English is an additional language
* Multi-linguicism is celebrated as part of cultural identity and as a life-skill
* We deliver a broad, balanced curriculum incorporating the needs of children for whom English is an additional language
* EAL pupils reach their full potential
* Staff know the needs and have had support/training to meet the needs of all EAL pupils
* We support parents whose first language is not English, to understand the processes of school and the progress of their children.

**What do we mean by EAL?**

The Government defines EAL as: ‘A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.’ (DfE School Census Guide 2016-2017, 2016 p.63)

We celebrate the diverse language and culture of pupils and staff at Ferham Primary School. At any given time, there are between 10 and 20 different languages spoken in school.

**Levels of EAL support**

We have ‘tiered’ our children by organising them into the following categories:

1. Children who are new to English and have little or no English
2. Children who have some English but need additional support to access some areas of the curriculum
3. Children who are fluent in English but also have a home language.

**Developing proficiency**

We know that it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

There are several benefits to this:

* develop oral fluency quickly
* immediately feel part of the school
* develop language in context
* experience their full curriculum entitlement

In the early says at Ferham, we ensure pupils can use their home language to converse with other pupils and staff where at all possible. More details of our support for International New Arrival (INA) pupils can be found [here](https://ferham-my.sharepoint.com/:w:/g/personal/vfenton_fep_jmat_org_uk/ETiWAQZyMZlFvsT2HBzU61YBHGbWgExiSC3AGbHk583UZQ?e=Ep6h2E).

**Language and literacy experiences of EAL learners**

* Some pupils already have good language and literacy skills in two or more languages
* Some pupils are beginner EAL learners who have never learnt to read or write in any language
* Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
* Some pupils have SEN with language or literacy needs

**All**these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils will not usually be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

**Strategies**

**We use the following teaching strategies to support EAL beginners**

* Provide a classroom rich in oral experiences including Talk for Writing
* Enable pupils to draw on their existing knowledge of other language/s
* Encourage and use bilingual support from other pupils (Buddies)and staff
* Use translated materials and bilingual dictionaries
* Allow students time to practise the new language
* Use visual support of all kinds (diagrams, maps, charts, pictures, vocabulary mats)
* Develop card sorting, sequencing and matching activities
* Resources are also used from [EAL Hub](https://www.ealhub.co.uk/)

**Whole school language development**

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

When planning, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

**EAL Parents and Carers**

We recognise that our pupils with EAL may have families with limited English at home. From Daycare we promote lots of talk in home language to ensure pupils’ vocabulary develops. To aid our communication with parents, we have staff who speak the majority of home languages including Roma, Czech, Slovak, Urdu, and Punjabi. We send messages via Dojo which has a translating facility. Important letters – including attendance and visits, are translated into home languages. We engage translators when necessary.

The next scheduled review date for this policy is **September 2022.**