English as an Additional Language Policy

December 2024 V1

Original Publication Date:	10th Aug 2020
Last Review Date:	4th Dec 2024
Reviewed by:	Curriculum Lead Headteacher Vice Chair of Governors

Next Review Date:	5th August 2025
To be reviewed by:	Curriculum Lead Headteacher Vice Chair of Governors

Table of Contents

1. Introduction

This policy outlines the objectives and provision for pupils for whom English is an additional language (EAL). Harmony Primary School values multilingualism as a strength and embraces children's ability to speak multiple languages. We actively build on their linguistic and cultural knowledge, fostering an appreciation for diverse languages and traditions. We believe that cultural and linguistic diversity is a rich resource for the whole school. We aim to enable pupils to develop their ability to use and understand English confidently and competently so that they can meet the demands of the curriculum, this is also the case for children with an EHC plan and Learning Support needs.

2. School Context

Harmony Primary School is an independent co-educational day school from age 5-11 years. The majority of our EAL pupils have been brought up as bilingual by their parents and often count English as their first language whilst being fluent or semi-fluent in another family language.

Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will need/have no language support requirements during their time with us. Nevertheless, EAL provision is still relevant in terms of supporting and celebrating these pupils' individual abilities.

3. Equal Opportunities

Harmony Primary School is committed to offering all pupils a broad and balanced curriculum to ensure their best possible progress. The school has due regard to the Equality Act (2010) and makes all practicable and reasonable adjustments to ensure that every pupil has equal access to the curriculum and equal opportunity to fulfil their promise and potential whatever their ethnic, linguistic, cultural and religious background, special educational need and/or disability, subject only to any overriding health and safety considerations.

4. Definition of EAL at Harmony Primary School

An EAL pupil is one who may use one or more language, other than English, in their everyday lives; in particular, in their home environment. There are five main categories of EAL students:

A: New to English / Beginning

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying/repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.
- Needs a considerable amount of EAL support.

B: Early acquisition / Emerging

- May follow day-to-day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes.
- May understand simple instructions and can follow narrative/accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence / Expanding

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent.
- Literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.
- Requires ongoing EAL support to access the curriculum fully.

D: Competent / Diversifying

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.

- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.
- Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

5. Identification on Entry to the School

As part of the school's procedures for registration and census information gathering, parents are asked to identify the family language spoken at home. EAL learners might also be identified as part of the entry assessment process. Once at the School, if a teacher identifies that a pupil needs targeted EAL support, they will liaise with the Senior Leadership Team to monitor the pupil's progress and ensure that their EAL needs are being met.

6. The School's EAL Objectives
- Acknowledge and celebrate Harmony Primary School's cultural and linguistic diversity.
- Identify EAL pupils and implement procedures to ensure that their needs are met regardless of their first language.
- Ensure teachers and teaching assistants are aware of such pupils and are supported in meeting their needs.
- Enable EAL pupils to achieve their potential both in the classroom and through additional EAL support where appropriate.
- Ensure that language and literacy are taught within the context of all subjects as we believe that English is best learned through the curriculum.
- Actively encourage EAL pupils to participate in extra-curricular activities.
- Actively seek and consider views of EAL pupils.
- Ensure appropriate resources are made available and are used in the school.
- Celebrate and support bilingualism and multiculturalism.
- Support the collaboration of pupils, parents and professionals in the process of decision making about meeting the needs of EAL pupils.
- Assess, monitor and review the progress of EAL pupils.

7. Provision for Pupils in the School

All classwork and ongoing assessment of learning, particularly by Class teachers, is used to identify any pupils likely to require additional support or differentiated teaching. Using this and initial entry information, the Class Teacher establishes a picture of the pupil's vocabulary, grammatical accuracy and fluency in both written and spoken English. Where a need is identified, support will be provided by teachers and teaching assistants within the classroom setting and if necessary, in additional support sessions. Guidance will be given to teachers to enable them to differentiate lessons according to need.

8. Teaching and Language Development

All teachers need to consider the language demands, as well as the content of the curriculum and adapt their teaching accordingly to plan how they can support pupils' development of English expression and literacy across the curriculum. All teachers are expected to support EAL pupils with their development of subject specific language and written ability. The following adaptive teaching strategies may support EAL pupils' development:

- Use subject glossaries and **pre-teach subject specific terminology** to develop and improve vocabulary.
- Allow pupils to use dictionaries (if required) during lessons.
- Consider grouping/pairing EAL pupils with strong non-EAL peers.
- **Speak at an appropriate speed** to aid understanding.
- Deliver short concise instructions to reduce cognitive load.
- Monitor their use of spoken and written language in subject lessons.
- Allow extra time to respond to verbally presented questions.
- **Provide scaffolded sentence starter/paragraph starters** and model what excellence looks like using exemplar resources.
- Use pictures and words together whenever possible to aid pupil understanding (known as dual coding).
- Provide opportunities to celebrate international languages.

9. Pupils who have Special Educational Needs

The school recognises that most EAL pupils needing additional support do not have SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to SEND support.

10. Monitoring and Evaluation

The Senior Leadership Team will maintain a register of identified EAL pupils. The progress of a pupil with EAL (as with all pupils) will be carefully monitored, assessed and reviewed by class teachers and their parents informed and consulted if the school has a cause for concern a nd/or if additional support is needed.