

Grimsargh St Michael's C of E Primary School



EAL Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Curriculum Rationale

An ambitious curriculum, bespoke to the pupils at our school, is the key to developing curious, lifelong learners. At Grimsargh St Michael's Church of England Primary School, **5 GOLDEN THREADS** weave through all teaching and learning and are central in the development and delivery of our curriculum across all subject areas, each of which is focused around **3 BIG IDEAS**.

Fostering children's curiosity stimulates a desire to learn that both enriches and equips them with the skills, values and attitudes needed to find their place in modern Britain and the wider world. Children acquire deep and meaningful cultural knowledge and explore a broad range of subject knowledge and skills to prepare them for life beyond school.

Children's learning is driven by high expectations to support academic achievement. However, our curriculum is also our most important tool in allowing the children to '*let their lights shine*'. Our children will have opportunities to develop and shine on the stage, on the sports field, and in our school and local community, all of which will enable them to evolve into positive and active citizens.

Golden threads

- **Authenticity**- by engaging pupils through real life, inspiring stimuli, we strive to ensure learning is as authentic as possible, whether this be inside or outside of the classroom.
- **Vocabulary**- by immersing pupils in tier 3 vocabulary across all subjects, we aim to help children understand what they read and to confidently speak, listen and communicate their opinions.
- **Diversity**- as a predominantly white British school we feel it is of paramount importance that we develop our pupils' understanding of different faiths.
- **Resilience**- through providing challenge and new opportunity, we aim to develop our pupils' resilience.
- **Christian Values**- by focusing on one value each half-term, we aim to prepare our pupils for life beyond school.

Equality

At Grimsargh St Michael's C of E Primary School, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our school community.

Every member of our school community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our school community.

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 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

We are committed to ensuring that all our learners feel safe and know that they are valued. We aim to ensure that all children have the opportunity to:

'Let your light shine before people so they see your good works and glorify your father in heaven'
Matthew 5: v16

We are 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.

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

The Context of the School

At the time of writing this policy, we have 20 EAL learners (9 per cent).

The EAL children are exposed to one of the following languages at home: Urdu, Polish, Cantonese, Yoruba, Lithuanian, Gujarati, Malayalam or Hungarian.

Most of our EAL learners were born in the UK and their proficiency in English speaking is good, although we have a small number of pupils who need extra support in school to learn and understand English.

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/styles.
- Well planned lessons in well organised classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore the children who join our school as new arrivals to the country will 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

We have a senior leadership team which includes the headteacher, deputy headteacher (who is also the pupil premium leader, SEND leader and EAL leader), key stage one leader (who is our phonics leader), key stage two leader (who is also our English leader). Two teaching assistants, support the EAL leader by assessing children and monitoring the progress of our EAL children.

The EAL leader is responsible for monitoring progress of our EAL learners, maintaining an EAL register, ensuring staff are well informed about the background and additional needs of individual EAL learners, and supporting staff to liaise with families of EAL learners.

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

- Lessons are carefully and thoroughly planned by the teachers, ensuring inclusion.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to fully participate in lessons.
- There is a focus on both language and subject content in lesson planning.

- Scaffolding is provided for language and learning where appropriate, e.g. writing frames.
- 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, as is verbal support, e.g. repetition, modelling, peer support.
- Talk for writing is used in many subject areas, which reinforces the correct use of technical vocabulary and appropriate sentence structure. Steps are taken to ensure the cognitive challenge remains appropriately high for EAL learners.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified and displayed in every classroom.
- 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.

Reading and Vocabulary

Reading and vocabulary continue to be a pivotal aspect of all children's learning. The key vocabulary for each topic is stated in teachers' subject overviews, displayed in classrooms and explored as part of teaching and learning.

Planning, Monitoring and Evaluation

Curriculum planning takes account of the needs of EAL learners by building on their previous experiences and considering their religious, cultural and linguistic backgrounds. EAL learners are assessed on entry in EYFS using the Bell Foundation resources, then again at the start of Year 3 and the start of Year 5. New arrivals are also assessed using this framework if English is not their first language. Language targets for next steps are then set where necessary. General progress in all subjects is assessed termly by teachers, and monitored by the EAL subject leader. Provision for EAL learners is evaluated regularly and adapted as appropriate.

Special Educational Needs and Deeper Learning and Talented Pupils

The staff in our school have a clear understanding of the difference between SEN and EAL. Our school ensures that EAL learners are not over represented in SEN groups or underrepresented in Deeper Learning and Talented groups. Any EAL pupils who do have SEN have appropriate access to SEN provision.

Assessment

Staff are given time with the EAL subject leader to discuss pupil progress, needs and targets. Progress in the acquisition of English is assessed for new arrivals using the Bell Foundation resources, as outlined above in the 'Planning, Monitoring and Evaluation' section.

Resources

Resources for EAL learners are purchased when necessary, according to the specific language needs of the pupils. General resources used for reading and writing activities are monitored for grammatical, lexical and cultural accessibility by the class teachers. Displays across the school reflect diversity, and this is reinforced by the work we do to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, reinforced through our core Christian values. Assessment materials use images and texts which are appropriate for all pupils, ensuring that the EAL learners are not hindered by the language content of the assessments.

Parents, Carers and the Wider Community

Our website ensures clear communication with parents and carers, as it can be accessed in many different languages.

Staff Development

We take careful steps to ensure that all staff feel confident and have the necessary skills and understanding to meet the needs of EAL learners and help them reach their full potential. The EAL subject leader undertakes appropriate professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. INSET is carefully planned for to include a focus on EAL learners when necessary.

The responsibility for the progress and well-being of EAL learners lies with all staff.

The Role of the Governing Body

We have a named EAL Governor. Their role is to meet termly with the EAL subject leader to discuss the latest developments within this area. The governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

Signed: **Miss Helen Smith**

Date: May 2025

Review Date: May 2026

Agreed by governors: