



BERSTED GREEN PRIMARY SCHOOL

EAL Policy

School Improvement priorities: Achieve; Care; Enrich, Enliven and value Enterprise

Aim to:

- **Value and support pupils to, in their day to day lives and learning, demonstrate our core values:**

**Courage - Resilience - Compassion - Responsibility - Respect - Honesty - Perseverance -
Collaboration - Communication - Achievement - Flexibility - Creativity -**

- **enable our pupils to be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution towards achieving economic well-being and being able to make choices about their employment in the future;**
 - **Pupils will make secure progress through appropriate expectations in an interesting, calm and positive learning environment;**
- **Pupils will behave appropriately and be safe and confident in a range of social and educational settings and situations.**

Adopted by the Governing Body on 18th March 2025

Review Date - March 2026

Mission statement

This school recognises that all pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and religious and cultural background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. Pupils for whom English is an additional language will have diverse needs in terms of the linguistic and pastoral support they require.

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Intent

The policy aims to raise awareness and to support 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) therefore raising pupil achievement and aspirations. We will therefore:

- be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and feel confident to participate in learning.
- assist and support all EAL pupils in their acquisition of English language skills.
- develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- ensure multicultural community of our school is reflected in planning across all subjects.
- Support pupils to access and to make progress across the curriculum

Context

At our school, there are currently (March 2025) 17 languages spoken in the family home (other than English). We have 99 pupils with EAL which is just over 30% of our overall number on roll.

The 17 languages are: Farsi, Pasto, Bangla, Creole, French, Dari, Malayalam, Mandarin, Yoruba, Bulgarian, Romanian, Latvian, Lithuanian, Ukrainian, Polish, Russian and Hindi.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

There is a nominated member of staff who has responsibility for EAL.

Implementation

EAL pupils are entitled to the full National Curriculum programme of study and all teachers have a responsibility for teaching English as well as other subject content. Teachers have good knowledge of EAL-friendly strategies and are assisted by the EAL lead in choosing activities and resources.

Planning is reviewed to reflect the inclusive ethos of our school. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity and a key means of facilitating learning generally. Pupils should be encouraged to maintain their home languages and use them in the school environment wherever possible. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Although many pupils acquire the ability to communicate on a day to day basis in English within a year or two, the level of language needed for academic study is much deeper and generally requires continuing support for five to seven years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning.

A clear distinction should be made between EAL and Special Educational Needs.

Teaching and Learning Strategies

The school recognises the following strategies are important in providing for EAL learners and will strive to develop their use:

- All new arrivals are buddied with same language/same class buddy who serve as good language role models.
- All new arrivals complete a seven week program equipping them with basic language skills, strategies and support.
- Key words are useful in setting lessons in context thereby improving the comprehension of EAL learners. Teachers set time to regularly pre-teach key vocabulary and concepts.
- Speaking and listening activities are an essential tool in learning and pupils have access to effective models of spoken language from both staff and their peers.
- Collaborative activities in pairs or small groups provide effective ways to learn and learning is rich in oral experiences.
- Presenting the same information verbally and in written and/or pictorial form can significantly improve comprehension.
- Visual support that can be provided from pictures, objects, charts, diagrams, maps and video/DVD clips can be extremely helpful in enhancing understanding.
- Scaffolding and differentiating oral and written work is often necessary for more advanced EAL learners as well as for new arrivals.
- Learning progression moves from concrete to abstract and draws on pupils' existing knowledge and experiences.

- Learning can be advanced by encouraging pupils to use their first language in classroom situations and for homework tasks.
- SATs tests for mathematics may be translated if this is helpful
- All classes have an EAL provision map identifying children, language(s) spoken, support and any other relevant information such as assessment.

Assessment

The progress of EAL students is monitored by individual teachers in their subject trackers. The EAL coordinator also monitors and tracks the progress of EAL students on a regular basis and liaises with class teachers and teaching assistants to implement strategies and interventions that will improve the progress of EAL students.

The school ensures that all bilingual pupils have access to EAL and first language assessments when necessary and that they can make use of special arrangements in tests when these apply.

Staff will aim to set appropriate targets for bilingual pupils and track their progress regularly.

The school recognises that most pupils with EAL do not have SEN but that, should such needs be identified, bilingual pupils will have equal access to school SEN provision.

Parental/Community Involvement

At Bersted Green we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Identifying and respecting the linguistic, cultural and religious background of pupils and their families
- Celebrating and acknowledging the achievements of EAL pupils.
- Recognising and encouraging the use of first language for developing positive links between school and home.
- Supporting parents, so they can help their children with learning at home.
- Providing a safe and secure environment for all its bilingual pupils and be empathetic to their previous experiences particularly in the case of asylum seekers and refugees.

Impact

Pupils with EAL make good progress thanks to quality EAL teaching and feel successful across the curriculum.

Children feel valued members of the school community and are confident to participate in learning.

Teachers and members of support staff are advised and supported with developing their EAL strategies and being confident in delivering quality first teaching.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become life-long learners.