

Girton Glebe Primary School

English as an Additional Language (EAL) Policy

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Document Control

New Version Number	Key changes from previous version	Date of ratification

'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)

At Girton Glebe Primary School, we are becoming an increasingly linguistically diverse community.

At the start of the year 2023, we had over 20 spoken languages other than English throughout the school years. Currently we have 190 children of which 53 children (27.9%) have English as an additional language. At Girton Glebe Primary School, we are committed to the provision of excellent teaching and resources for pupils who have English as an additional language or are bilingual. Furthermore, we are devoted to offering support for the minority ethnic pupils to raise their achievement.

The school will monitor closely the individual pupil's needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

1. Aims and Objectives

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to our school.
- To implement whole school-wide strategies to ensure that non-fluent EAL students are supported in accessing the curriculum.
- To help non-fluent EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.
- To maintain and enhance students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2. Parental and Community Involvement

At Girton Glebe Primary School we strongly believe that children learn best when they feel secure and valued. We will strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers.
- Using plain English, translators and interpreters, where appropriate and available, to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of students and establishing partnerships with family/carers.
- Celebrating and acknowledging the achievements of EAL students.
- Encouraging and facilitating the participation of EAL students and their families in the extracurricular opportunities and whole school events offered in our school.

3. Assessment

Our EAL support provision is based on an accurate assessment of students' prior knowledge and experience as well as language skills. This assessment is carried out by the class teachers over the first month after the students have joined their class. Progress is recorded, updated and monitored through a system of progress trackers and combined evaluation of the student's class work and their response to the intervention EAL support.

Students are assessed and supported if:

- Parents/Carers indicate in the admission form that their children need EAL support.
- The Headteacher, who conducts the International Admission Meeting, ascertains through our in-school questionnaire that the students need to be assessed and supported for EAL because they may not be able to access the curriculum and/or successfully demonstrate their learning because of the language barrier.

EAL students are taught in the mainstream class alongside their peers; newly arrived students who cannot access the curriculum because of the language barrier are given special short sessions of EAL support during the school day to acquire the level of English needed to access the curriculum and to improve their literacy.

The class teacher and the EAL support assistant will organise the EAL support intervention for a set period of time to work on reading comprehension (storytelling for early years), grammar and vocabulary.

Classroom teachers have responsibility for ensuring that all students can participate in lessons by always taking into account the needs of the EAL learners in their class.

4. Strategies

- There will be a positive and effective language ethos.
- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in the student's first language.
- Appreciating and acknowledging the student's ability in their own culture is crucial for their self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between the class teachers and the EAL support staff to discuss language development within the structure of the lesson and strategies/resources to ensure curriculum access (e.g. additional visual support, the use of speaking and writing frames, keywords lists, texts, additional verbal support repetition, alternative phrasing, opportunity for role play and drama, etc.).

- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about students' abilities and needs in English as well as in other subjects and will use this knowledge to inform their curriculum planning, classroom teaching and student grouping.

5. Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- Take part in regular EAL CPD specialist training led by the Trust's EAL Advisor.
- Provide adapted work for EAL students e.g. visuals alongside key vocabulary.
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- Have high expectations; expect students to participate in all classroom activities/tasks.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks.
- Recognise that EAL students may need more time to process answers and to complete extended work.
- Allow students to use their more fluent language to explore concepts when appropriate.
- Give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use.
- Group students so that EAL students hear good models of English
- Use collaborative learning techniques

6. Responsibilities

Headteacher:

- Obtains relevant information on new EAL students during the International Admission Meeting and informs the EAL support assistant so that EAL support is put in place when necessary
- Ensures that parents/carers and staff are aware of the school's EAL policy.
- Ensures that the effectiveness of the teaching of students with EAL and their progress are monitored and assessed regularly.
- Ensures all staff have access to and take part in regular EAL CPD specialist training with the Trust's EAL Advisor.

Classroom Teacher:

- Carries out the initial assessment of the student's level of proficiency in English and records it on the EAL electronic progress tracker which is shared on the school system. (The assessment can take up to one month after the first day of

school of the new EAL student in order to be accurate due to the early age of the students).

- Re-evaluates student progress regularly and makes sure this data is entered in the personal student's EAL electronic tracker and monitored to ensure that all students are making good progress.
- Sets language focussed targets and plans appropriate work for the EAL students in the classroom.
- Monitors students' progress.
- Works in partnership with the EAL support assistant to identify possible learning difficulties that may be masked by the EAL factor, and if needed, liaises with the SENCO.
- Supports the EAL students both academically and pastorally working in partnership with parents/carers, the EAL support assistant and external agencies when necessary.
- Teaches and supports EAL students with EAL adaptive teaching techniques to ensure that all students can access the lesson and meet the learning aims.
- Is knowledgeable about student abilities and needs in English and other subjects and uses this knowledge effectively in curriculum planning; classroom teaching; planning of enrichment activities and school trips; use of resources and student grouping, to ensure that all EAL students can access the lesson and activities, and meet the learning aims.
- Takes part in regular EAL CPD specialist training with the Trust's EAL Advisor.

EAL Specialist Teaching Assistant:

- Collates the relevant information about the EAL student gathered by the Headteacher during the International Admission Meeting, and shares it with the class teachers.
- Compiles the EAL School Register and keeps it up to date by using the progress trackers which are regularly updated by the class teachers.
- Supports class teachers to monitor the learning of students with EAL and reports the progress of the EAL students to the class teacher.
- Takes part in regular EAL CPD specialist training with the Trust's EAL Advisor.
- Provides withdrawal EAL language support for new EAL arrivals for them to acquire the level of English needed to access the curriculum and to be able to socially interact with their peers and teachers.
- Reports regularly to an identified member of SLT.