



# St Luke's C of E (Aided) Primary School

## EAL Policy

**Person Responsible:** Claire Sumner, Clare Williams, Geraldine Ferguson  
**(Governor)**

**Date Adopted:** 15<sup>th</sup> February 2022

**Review Date:** January 2024

**Minute number:** 7

**Signature of Chair of Governors Meeting:**

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

### Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

**'we can do all things through Christ who strengthens us'**

Philippians 4:13.

The school's English as Additional Language (EAL) policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire**, **believe and achieve**.
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness**.
- Give our children the confidence to develop **endurance** in times of difficulty and have **hope** for their future.
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

### Rationale

EAL is an integral part of the curriculum and life at St. Luke's. We aim to meet all the needs of those who are learning English as an additional language. In doing this we take into account of each individual child's background and cultural experiences.

## **Aims and Expectations**

We aim to support children in their learning as they access the national curriculum. Pupils are given opportunities to use and apply their prior knowledge and learning in their home language, to support their new learning in English in all areas of the curriculum.

We aim through our EAL support to develop their comprehension skills, as well as their spoken and written English for both new arrivals and advanced bi-lingual and multilingual children.

## **Progression & assessment**

To ensure progression from foundation through to Year 6, to meet National expectations, we use the NASSEA EAL assessment framework (for new arrival children) we then move the children on to the Age Related Expectations by step 5. All new arrivals are assessed on entry using the Wolverhampton LA new arrivals initial language assessment as a baseline with links to the NASSEA assessment framework objectives. EYFS framework is used in EYFS and no ILA is needed. The information from these assessments is then used as a guide to where and what support and interventions are required. Next steps can then be identified.

## **Learning and Teaching**

Currently, we have one part time teachers who support EAL across the school. Teaching varies according to the needs of the child / children or curriculum. This may include a time limited withdrawal of children for 1:1 or small group activities, as well as in class support and EAL English and Maths groups. EAL strategies and information is shared with the class teacher.

Our EAL teachers use a range of teaching strategies including visual, auditory and kinaesthetic learning to develop the children's spoken and written English by:

- Providing visual aids and key vocabulary to support their cross-curricular learning.
- By modelling spoken and listening practice with adults and peers.
- By scaffolding written language in a range of genres.
- Explaining how spoken and written English have different uses for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Providing a variety of writing in the children's home languages, as well as in English.
- Giving children appropriate opportunities for talking and using talking to support writing.

EYFS helps children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Providing bilingual support to extend vocabulary.

## **Inclusion**

Teaching follows the guidelines of the whole school policies for equal opportunities, SEND, EAL and G&T. Planning ensures that all abilities and learning styles are catered for, and TA and EAL support is outlined to support a target group. Teaching is generally in mixed ability groups enabling peer support and independence within the groups. Support and extension materials are provided as

appropriate. SEND / EAL pupils are identified, assessed using CAML so appropriate referrals and support can be provided / organised.

### **Marking and Feedback**

EAL teachers follow the schools marking and feedback policy. Children are given verbal feedback for oral and written work and use the smiley-face system of marking their own work in relation to the Can I? statement for that session.

### **Resourcing**

St Luke's is well resourced for EAL. Resources are both distributed to each year group, appropriate to their topics and EAL staff have shared resources for new arrival work. A large selection of bi-lingual and cultural texts are available in the library. There is an annual budget for EAL and staff can request extra resource requirements as appropriate.

### **Health and Safety**

Health and Safety for EAL follows the whole school policy. The Be safe booklet from the ASE is available for all staff and is distributed yearly for staff to indicate that they have refreshed their knowledge of health and safety. Each member of staff is responsible for the activities and health and safety of their pupils.