



## **Tower Hill Primary School EAL Policy**

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**Review Date** : Autumn 2024      **Signed:** Owen Gardner (Chair of Governors)

### **Introduction**

The term 'EAL' is used to describe a diverse group of learners for whom English is an Additional Language. What they have in common is that they use one or more language other than English at home or in their community. At Tower Hill we believe that children learning English as an additional language are entitled to access the whole of our broad and balance curriculum. EAL learners may be at any stage of developing English language proficiency, from new to English, to completely fluent. They may have been born in the UK and been through the education system here, or be recent arrivals.

At Tower Hill we celebrate the diverse cultures, religions and languages in our community and see speaking more than one language as an advantage. We are aware that learning a new language can be daunting for children and families and look to support them in facing these challenges in a range of ways.

### **Our Main Aims:**

- ❖ To value and respect the cultural and linguistic identities of pupils with EAL and use these to enrich the learning of all pupils.
- ❖ To develop the oral and literacy skills of pupils with EAL so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.
- ❖ To welcome and integrate children new to our school with EAL in order to ensure that they gain access to the curriculum.
- ❖ To encourage and enable parental support in improving children's attainment.

### **The Context of the School**

20 languages, including English, are spoken at this school.

Approximately 24% of pupils have a home language in addition to English.

### **Key Principles for Additional Language Acquisition**

- 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 planned for, with attention both to initial access and to extension.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- 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.

## **Teaching and Learning**

### **Planning and Differentiation:**

The school will provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities to match the needs of individual pupils with EAL.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

### **Literacy and Numeracy:**

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and classroom arrangements to ensure that learners with EAL have access to strong English language peer models.

### **Strategies**

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Encouraging talking before writing, with an adult or peer
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters (bi or multi-lingual), objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Writing frames; opportunities for role play

- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.
- Ensure home languages are valued and used in school and at home.
- Use of visuals so children who are new to English are able to communicate to their teachers and peers.

### **Planning, Monitoring and Evaluation**

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

The pupils' level of English is identified using the Bell Foundation EAL Assessment Framework for schools

<https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

This is revisited termly, to monitor the progress of the children.

In order to support children and families who have EAL we may contact the Ethnic Minority and Traveller Achievement Service (EMTAS). Colleagues from EMTAS can support the school with assessment and suggest appropriate resources to use with children. EMTAS also offer training to staff to develop their understanding of EAL learners. Tower Hill took part in whole staff training in 2021 as part of securing our EAL Excellence Bronze Award.

In addition to this EMTAS can provide support to parents through a variety of language specific phone lines. (See Appendix 1)

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Our Pre-School Link Worker also supports children with early English language acquisition through planned, targeted group sessions.

### **Special Educational Needs and/or Disabilities and Gifted and Talented Pupils**

The school recognises that most pupils with EAL needing additional support do not have SEND needs. However, should SEND needs be identified during assessment; pupils with EAL will have equal access to school SEND provision. Referral may be made to EMTAS to support the school's understanding of a child's needs both in their first language and English.

### **Advanced Learners**

Tower Hill recognises that there may be pupils with EAL who are gifted or talented even though they may not be fully fluent in English.

If your child is EAL and an advanced learner, it means that although English is a second language they speak and write competently in English. It is important that the school knows if a child has EAL as it can affect grammar and some receptive language (understanding of technical terms) and knowledge a child has EAL means the teacher and EAL coordinator can put supportive provision in place. Many children with EAL are among the higher achieving children academically in school.

### **New Arrivals**

A new arrival is a child who is newly arrived in Britain who does not speak English. In this instance the school will instantly contact EMTAS- the Ethnic Minority and Traveller Achievement Service. This service is invaluable in its help in explaining how the school works and explaining confusing aspects of the school the child is experiencing. At Tower Hill, we have a group of pupils that are New Arrival Ambassadors and they are trained to offer help and support to children settling into school.

It is expected that new arrivals may be mute in class for up to 6 months as they take in and learn the language. English is often first used in social situations in the playground before the child is confident enough to use English within the classroom setting.

### **Assessment and Record Keeping**

We have a named EAL Co-ordinator (Miss Dinsdale AHT) and Governor at Tower Hill.

The school will ensure that all pupils with EAL have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. Staff have regular liaison to discuss pupil progress, needs and targets.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses the achievement of pupils with EAL and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Records of Bell Foundation Scales will be kept until the child/ren reach fluency.

### **Resources**

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, dual language books, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

### **Parents/Carers and the Wider Community**

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters. The school website has a language drop down menu, enabling visitors to access information in a variety of languages.

We aim to work closely with members of the wider community to support our pupils with EAL.

EMTAS also provide phone lines for parents/carers; see Appendix 1.

### **Staff Development**

The school will enable all staff to undertake professional development to ensure that provision for pupils with EAL is appropriately delivered and co-ordinated.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of all pupils, including those with EAL.

### **Review and Evaluation of Policy**

School data will include relevant information on pupils with EAL. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources. Progress of EAL pupils will be reported to the Governing Body annually, and published in line with the school's *Equality Policy* by the end of the Spring Term.

This policy will be reviewed *on a three year basis* by the Pastoral Care Manager and Headteacher; provision and impact is monitored by the Governing Body in line with the school's *Equalities Policy* and pupil outcomes reported to parents.

**EMTAS Phone Lines for Parents/Carers**

(Term time only)

Language phone lines (for parents/carers, Hampshire maintained schools and for SLA-supported Academies). Please ring us on our help lines below for information and support with home-school communication or if you have any questions relating to your child's education or well-being.

Arabic - Zein Ahmed  • Monday 1:30pm to 3:30pm • 03707 794222	Bulgarian - Iliana Kocheva  • Friday 2pm to 4pm • 03707 794222
Chinese Mandarin - Shelley Clarke  • Tuesday 1pm to 3pm • 03707 794222	Hungarian - Ildiko Ordog  • Thursday 10am to 12pm • 03707 794222
Hindi and Marathi - Meera Narasimhan  • Tuesday 2pm to 3pm • 03707 794222	Malayalam, Tamil and Telegu - Anantha Bharathan Kurup  • Tuesday 2pm to 4pm • 03707 794222
Nepali - Sudhir Lama  • Friday, 12:30pm to 2:30pm • 03707 794222	Polish - Katarzyna Tokarska or Magdalena Raeburn  • Wednesday 2pm to 4pm • 03707 794222
Portuguese - Catarina Martins  • Friday 1pm to 3pm • 03707 794222	Romanian - Ildiko Ordog  • Thursday 10am to 12pm • 03707 794222
Spanish - Fiona McKenzie  • Wednesday, 2:30pm to 4:30pm • 03707 794222	Turkish - Ozgul Springett  • Wednesday 1pm to 3pm • 03707 794222

