



# Leamington Community Primary School

*Together we make a Difference*

## EAL Policy



Completed by: Miss D Carroll

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Approved by Governors:

Review Date:

Courage  
**Mission statement**



Determination



Friendship



Honesty



Respect



The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language. This policy applies to all pupils, including those in the early years. In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This includes pupils who are fully bilingual and all those at different stages of learning English.' We provide support and care to all of our pupils, including parents.

### **EAL pupils may be:**

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. 16.06% of our children are EAL. We have 75 EAL children. Children in our school are exposed to a range of languages such as: Polish, Kurdish, Arabic, Slovakian, Romanian, Chinese, Persian, Greek, French, Yoruba (Africa), Latvian and Mandarin.

### **Recognition**

At Leamington, we believe that learners make the best progress within a whole school context. Bilingualism is celebrated and viewed as a positive and life-enriching asset, which learners should be extremely proud of. Parents/carers are provided with the particulars of our EAL provision. Our children are extremely proud of their languages.

### **Implementation**

Classrooms have EAL displays for children in their class. Children enjoy answering the register in their own language as they teach others in their class. Welcome display in many of the languages we have in our school.

Our school explore a lot of different cultures and countries through narrative immersion books. Dressing up and being in character helps children to realise and understand that the characters are from different places, dress differently or even speak differently.

We build up resilience during our Jigsaw topics every Friday afternoon. Everyone covers a topic called 'celebrating difference' which covers cultural differences, learning new words such as discrimination. Activities include designing their own ribbon to encourage people to stop racism. This section of Jigsaw also encourages a lot of discussion and open questioning, which really gets the children thinking about others.

Our school also hosts EAL coffee mornings. We recently had an Arabic interpreter present, which our Arabic parents loved as they could discuss any queries they had in or outside of school. The feedback questionnaires show how useful they found it.

## **Staff development**

Our staff have recently been trained/retrained about inclusion involving EAL children and were shown good practice. Staff have also been introduced and trained on the Nassea assessment, which was implemented November 2018.

## **Planning and progression**

An EAL learner flourishes in a whole school environment and at Leamington, we include a range of language rich activities, which exposes learners to words in context and develops confidence. We believe practical activities combined with rich in language activities creates a stimulating environment, in which our EAL learners will flourish. Curriculum planning should ensure that our EAL learners are accessing the full curriculum and are provided with opportunities to develop English, whether it is orally or written. When planning, staff should consider and plan opportunities for our EAL learners to be exposed to:

- Listening and understanding
- Speaking
- Writing
- Reading

## **Assessment**

We have implemented the Nassea EAL assessment (November 2018). When an EAL learner joins our school an initial assessment will be carried out. The learner will either be: new to English, early acquisition, developing competence, competent or fluent. Appropriate support will be put in place and a meeting with the class teacher and EAL coordinator will decide on appropriate support. The EAL learner will then be assessed every term by following the Nassea steps. The steps are split into four key areas. These are: listening and understanding, speaking, writing and reading. The class teacher will carry out the assessment and track progress. If an EAL learner is not making progress in a particular area, then this learner will have 1:1 sessions with a class teacher or Learning Support Officer. Their targets will be shared with the children. Parents/carers will be informed about the support their child is receiving and will be offered support themselves.

## **Equal opportunities**

All EAL learners at our school are warmly welcomed and celebrated. We believe that celebrating different languages is key to progressing as an EAL learner. EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. EAL pupils with a special educational need, will be identified as part of assessment procedures as outlined in our SEN policy. EAL pupils considered to be more able or to have an individual talent, will be identified and assessed as outlined by our Assessment policy.

## **Every child matters**

Children will be taught in line with the Every Child Matters document covering the five areas:

- Economic wellbeing
- Enjoy and achieve
- Be healthy
- Be safe
- Make a positive contribution

## **Monitoring and review**

This policy is reviewed annually by the EAL Subject leader.  
The Policy will also be reviewed by staff.

### **Remote Learning**

Our EAL children are supported during remote learning in accordance to how they are supported in school. Our school use 'Screen-O-Matic' to add audio to our videos, PowerPoints and documents so children are receiving the same verbal support that they would receive in school. We use 'class dojo' as our support tool for remote learning where lessons and work are uploaded and messages are shared between parents and teachers. Class dojo has a built in translation tool so parents can translate in any language they choose and reply in the language they feel most comfortable with. Teachers can then translate these messages so communication can continue, even when remote learning. We receive lots of support from EMTAs for teachers and parents. During the last lockdown (January 2021 – March 2021), we provided our EAL families an opportunity to listen to a story book in their chosen language. Parents loved this opportunity and found it beneficial to their child. We continued with our welfare calls to ensure parents can access remote learning and if they have any questions about supporting their child at home.