



JUNIOR SCHOOL

Together we make a difference

School's English as an Additional Language Policy

Reviewed : September 2023

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Policy for Pupils who learn English as an Additional Language (EAL)

This policy is a statement of Dobcroft Junior School's aims and strategies to ensure that EAL pupils fulfil their potential. It should be read alongside the Accessibility and Equality Policy and Teaching and Learning Policy.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the 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 or converse in another language in their home setting so to raise pupil achievement.

At Dobcroft, EAL pupils come from a variety of backgrounds. Some are from well-established communities such as Pakistani and Chinese, however very few are new to the language and culture of this country.

The assistant head teachers oversee the progress and attainment of pupils, who are learning English as an additional language.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all teachers have a responsibility for teaching English as well as other subject content.
- 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. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Assessment

Staff should:

- Ensure all EAL pupils are entitled to assessments as required.
- Have regular liaison time to discuss pupil progress, needs and targets.
- Ensure each EAL child is discussed at each pupil progress meeting in order to ensure progress issues and /or capacity to deepen is fully explored. Any concerns will be thought through as a collaborative approach (between teacher, Deputy Head and Assistant Head) and action points will be captured on the year group's provision map.
- Ensure that triangulation of progress and attainment is explored, such as the content and quality of written work alongside data.
- Assess and monitor progress in the acquisition of English
- Offer consideration and sensitivity to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation.

Staff should:

- Set targets for EAL pupils which are appropriate, challenging and reviewed on a regular basis.
- Ensure planning for EAL pupils incorporates both curriculum and EAL specific objectives where necessary.
- Regularly observe, assess and record information about pupils' developing use of language.
- Take note, when planning the curriculum, so they take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

Staff should:

- Ensure classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons, including clear success criteria / steps to success.
- Use key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.

- Wherever possible, integrate Tower Hamlet structures into teaching and learning to promote rehearsal of a range of language structures.
- Provide enhanced opportunities for speaking and listening, including both process and presentational talk, and use of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language (including Tower Hamlets).
- Provide additional visual support, eg klp's, posters, pictures, photographs, objects, demonstration, use of gesture, word lists.
- Provide additional verbal support, eg repetition, modelling, peer support.
- Involve collaborative activities that use purposeful talk which encourages and supports active participation.
- Offer, where possible, learning progression that moves from the concrete to the abstract.
- Provide discussion before, during and after reading and writing activities.
- Scaffold language and learning, where required eg talk frames, writing frames.

Special Educational Needs and Gifted and Talented Pupils

- It should not be assumed that most EAL pupils needing additional support do not have SEND. There may be cases where EAL pupils' needs are masked by SEND.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parental/Community Involvement

Staff should encourage parental and community involvement by:

- Using plain English, translators and interpreters (where appropriate) and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.