

*'So in everything, do to others what you would have them do to you.'*  
Matthew 7:12



## English as an Additional Language Policy

### Purpose of Study

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 (EAL).

### Definition

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

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.
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

### Introduction

This policy sets out the school's aims, objectives and strategies regarding meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

### Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensure that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for St Mark's Primary School to be an ideal learning environment for nurturing and developing the whole child.

### Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

## **Objectives**

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in class conference and curriculum meetings to make decisions about classroom management and curriculum planning.

## **School/Class Ethos**

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. EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

- Classrooms are to be arranged to be socially and culturally inclusive.
- Teachers recognise the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual;
- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a pupil appears orally fluent.

## **Teaching and Learning**

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

## **Access and Support**

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a teaching assistant in the classroom.

## **Responsibilities**

### **SENCO**

- Monitor the progress of EAL learners through existing Literacy/subject monitoring
- Provide support and advice to class teachers

### **Teachers**

- All involved in teaching EAL learners liaise regularly (by using staff meeting times).
- Teachers communicate all EAL learners' progress to the SENCO at end of each-term.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.

## **Beginner EAL learners**

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. At St Mark's we aim for all EAL pupils to:

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

## **Teaching strategies to support EAL beginners.**

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

## **Equal Opportunities**

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors.

## **Monitoring and Reviewing of this Policy**

This policy was written and adapted by the EAL subject leader (Mrs J Piper) through the consensus and agreement of all teaching staff because of collaborative discussion. This policy is reviewed regularly and updated in accordance with practices of the school.

**To be reviewed: January 2028**