

**Outcomes
First
Group.**



EAL Policy – 2024-25

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Document History

VERSION	COMMENTS/AMENDMENTS/REVIEW	NAME	DATE
1.0		S Moorhouse	September 23
2.0	Annual Review	L Thompson	October 2024

EAL in the National Curriculum

There is no specific EAL curriculum; instead, the DfE expects that effective teaching and learning for learners using EAL happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience, and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Aims

Belmont School aims to ensure that all EAL pupils are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included in the life and work of Belmont School.
- To ensure that pupils whose first language is not English reach their full potential.

Objectives

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.

- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

Management and Administration

a) **Whole School Approach**

English as an alternative language is addressed in all faculties by subject teachers.

All pupils with EAL are included in mainstream classes as quickly as possible. In-class support will be provided if finances allow.

Pupils are encouraged to sit an external examination in their first language to build their confidence to achieve.

b) **Documentation**

All documentation and records are maintained by the Literacy Co-Ordinator and are confidential to the parents /carers and to those members of staff associated with the child concerned.

c) **Partnership with Parent/carers**

We aim to work closely with parent/carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parent/carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure

Information will be gathered about:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational and schooling activities and where appropriate the family's biographical background.
- The pupil's level of English using the EAL scales.

Strategies to ensure access to the Curriculum

- Referral to external agencies, if necessary.
- Initial direct teaching to aid acquisition of English.
- Use of bilingual resources, e.g, dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- In-class support (if funding available).
- Additional visual support, e.g, posters, non-verbal clues.

- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

Monitoring

- Pupil's acquisition of English to be monitored using EAL scales.
- Pupil's attainment in curriculum areas to be monitored using:
- Termly PIPs (Pupil Individual Progress Sheets).
- Discussion with subject staff.
- Annual School Report.

Resources

A range of resources can be used to support a pupil's linguistic development. These include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software.

Sample resources can be found here:

<https://www.lancashire.gov.uk/lpds/teaching-and-learning/education-improvement-equality-and-diversity-team/resources/english-as-an-additional-language-ks1-to-ks4/>