



LANESEND PRIMARY SCHOOL  
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# Lanesend Primary School

## English as an Additional Language Policy

**Signed:** ..... **Date:**  
(Headteacher)

**Signed:** ..... **Date:**  
(Chair of Governors)

**Review Date:** April 2020 (Every 3 Years)

**Reviewed By:** Inclusion Team and Teaching and Learning  
Group

## Lanesend Primary English as an Additional Language (EAL) Policy

At Lanesend Primary School, we celebrate the fact that our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school, the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

As a school we aim to:

- Provide a welcoming environment in which children will learn most effectively.
- Provide support to children with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages in the school and classrooms and use these to aid children's learning.
- Monitor children's progress regularly.
- Assess children in class and set targets based on these assessments.
- Ensure children are making progress and are able to access the school curriculum.
- Support children who are at risk of under achieving.
- Celebrate children's achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of children who have English as an Additional Language. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

### **What is EAL?**

EAL means English as an Additional Language - when a pupil speaks a home language other than English.

We are committed to providing appropriate and personalised support for all children with EAL. Throughout their time at school, we provide children with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

**Definitions of an EAL Learner:** "First language is the language to which the child was initially exposed during early development and continues to use this language

at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

**Bilingual Learner:** “ Bilingual here is taken to mean all children who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

**Advanced Bilingual Learner:** “Advanced Bilingual learners are children who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of children with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

## **Teaching and Learning**

Teachers consider the needs of bilingual learners in their planning and teaching. In class, children are taught to learn using a variety of strategies. Children learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles and resources are prepared to reflect the needs of individuals across each class. Children are encouraged to share languages with their peers.

At Lanesend, we place great emphasis on talk, which underpins the development of language for oral and written communication. Guided talk and the use of visual stimulus is of particular benefit to our EAL learners.

## **Monitoring and Assessment**

The class teacher is responsible for planning and assessing their EAL children in class. The Inclusion Team will support teachers to identify underachieving EAL children and put in place appropriate support. Learning Support Assistants provide additional, targeted support, to ensure that children are able to access the curriculum appropriately.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

## **Inclusion Team**

The Inclusion Team supports the development of quality provision for EAL learners across the school, contributing to raising the educational achievement of children with EAL by working collaboratively with teaching and support staff. This may include:

- circulating information and key messages effectively

- representing and promoting the needs of EAL children
- completing a criteria assessment (See Appendix A)
- advising teachers about the development of EAL strategies, planning and assessment
- keeping up to date regarding EAL 'Good Practice'
- developing resources

## **Resources**

When needed, the school will provide bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

## **International New Arrivals (INAs) / Refugees and Asylum Seekers**

At Lanesend, we define new arrivals as children who have not had a consistent education in this country for the past year.

## **Key Principles**

- Language is central to our identity. Therefore the home language of all children and staff should be recognised and valued.
- Children are encouraged to maintain their home language and use it in the school environment.
- Where possible use other children/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for physically engaging learning such as role play, games and visits.

## **Strategies for working with children new to English**

- Provide physically engaging experiences so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived children useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.

- Additional visual support is provided e.g. Visual timetable, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable children to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

## Appendix A



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## EAL ASSESSMENT

Child's Name:

DOB:

Class:

Teacher:

<u>Code</u>	<u>Description</u>
<b>A</b>	<b>New to English</b> May use first language for learning and other purposes. May remain completely silent in classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
<b>B</b>	<b>Early acquisition</b> May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

<b>C</b>	<p><b>Developing competence</b></p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b></p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage , and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material tasks.</p>
<b>E</b>	<p><b>Fluent</b></p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>