



Trafalgar Schools' Federation

Believe, Inspire, Achieve

Reviewed by PPC Committee: Spring 2023

Next Review: Spring 2025

English as an Additional Language (EAL) Policy

Rationale

We recognise that all our children are individuals and therefore different. They have different needs and different contributions to make to the life of our school. At Trafalgar Schools we are committed to making good provision of teaching and resources for pupils who have English as an additional language or are multilingual, and for raising the achievement of minority ethnic pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. This document describes the provision made by Trafalgar Schools' Federation (TSF) in relation to children with English as an additional language.

What is EAL?: A pupil's first language is not English when a pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or the community.

Aims

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that children, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help children to use English confidently and competently.
- To help children to use English as a means of learning across the curriculum.
- To promote the value of their knowledge of other languages and enable children to make use of their knowledge of other languages.

Data Collection

On entry to school, the parents/carers of children are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages. The Inclusion team are included in this meeting to discuss any additional known needs/barriers.

Teachers working in the Foundation Stage meet with parents/carers to gather more specific information about languages spoken or heard in the home environment.

Planning and Evaluating

- Communication 'fans' are offered if needed to the children
- EAL Coordinator and Class teachers assess the pupil's level of English to target support within the school. This is recorded on the Bell Foundation Form
- Targets are taken from this form and are monitored and reviewed and updated termly
- Individual children's progress is monitored as they progress through the school by their class teachers and the EAL co-coordinator

Responsibilities

EAL coordinator will:

- liaise with Admin staff and class teachers to collect progress data on EAL pupils



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- update EAL records ready for the beginning of each academic year
- liaise with class teachers to set individual pupil targets and monitor progress
- provide support and advice and/or training for the teaching of EAL pupils

Class Teachers will:

- support the learning of EAL pupils within the classroom using the key principles and strategies (listed below)
- liaise with EAL co-coordinator
- report individual pupil progress to parents

Assessment and Recording

We use the Bell Foundation assessment framework for schools to assess progression over time in listening, speaking, reading and viewing and writing. These also inform our target setting.

Resources

The school has a variety of resources to support language development. These are available for all teachers and teaching assistants to access to support individual or groups of children learning English within class. These will be reviewed and updated by the EAL coordinator annually.

We also pay for the Flash Academy Software which is a package for individuals to work on at home and in school.

We have many dual language books across the ability and age range.

We have bought the Racing to English programme to enhance our interventions

Teaching and Learning Quality First Teaching Strategies at TSF:

- Include all EAL children fully in lessons
- Use of visuals cue cards for adult and child for basic needs
- Visual timetables in all classes
- Pre teaching of lesson vocabulary
- Set high expectations for pupil participation and achievement
- Assess pupils in line with year group expectations for National Curriculum
- Provide opportunities for peer support- using paired/ small group work where appropriate
- Buddying for socialisation and learning
- Offer access to traditional rhymes, songs and stories
- Provide context embedded language experience
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do
- Give clear, full explanations of subject specific language
- Provide opportunities for previews of difficult or complex texts
- Use consistent language when giving pupils instruction
- Be aware of the effect of eye contact and body language
- Accept non-verbal/ 'I don't understand' responses from pupils
- Use ICT where appropriate
- Use of eSchool resources including bug club, abacus, spell blast, busy things, topic videos and songs



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- Use of recording devices so child can listen back to instructions at their own pace and repeatedly as required
- Translation applications to communicate with child and parent
- When planning highlight EAL needs and support to be given
- Encourage the use of home language to support and enhance understanding in English

For staff & GB information only

Date of change	Summary of significant changes and the reason
Spring 2023	New policy