



With love we flourish

"I have come that you may have life in all its fullness." John 10:10

Our Christian vision is the foundation of our school and allows us to:

- Respect and love everyone for who they are
- Celebrate and serve our diverse community
- Nurture a passion for education so everyone can realise their potential

SS Philip and James' Church of England Voluntary Aided Primary School

English as an Additional Language Policy

Signed:

(Head teacher)

Signed:

(Chair of Governors)

Approved by Governing Body:	29.09.2022
Date:	September 2022
Next Review Date:	September 2025

Definition:

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, Children and their Characteristics June 2022)

An increasing number of children in schools are learning English as an Additional Language (EAL). They are an extremely diverse group:

- Some children will be bilingual from birth because their parents use two languages
- Some children will speak some English at times, but are not fluent
- Some children will speak conversational English, but are not able to express more complex thoughts
- Some children will be at a much earlier stage of learning English

Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they may have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some may be working at greater depth, others might have additional needs or SEND.

Context

As of July 2022, there are a total of 20 different languages spoken by children at Phil & Jim. Approximately 25% of all the children are learning English as an additional language. The top three additional languages spoken across our school are Spanish, Chinese and Ukrainian.

Vision

At Phil and Jim, we believe that every child, no matter their starting points, should have access to a broad and balanced curriculum. We aim to provide our children with an engaging, exciting and empowering curriculum that equips them for today and for tomorrow. Our intention is that, as children move through the school, they enjoy experiences so they can flourish; develop behaviours and habits so that they gain the skills and knowledge to be lifelong learners and develop a moral compass so they can recognise their place as a positive member of society. We have high expectations and aspirations for all our children, including those with English as an Additional Language. Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement. In most cases, such planning will mean that children with EAL will be able to study the full national curriculum alongside their peers.

We believe that all children can fulfil their potential through a strong universal offer of high-quality teaching and high expectations and aspirations for all. In delivery of our curriculum, we recognise children's prior learning, provide first-hand learning experiences, allow the children to develop relationships, build resilience and become creative, critical thinkers. We celebrate and welcome differences within our diverse school community and, therefore, the way in which we deliver our curriculum is unique to the individual and diverse children we are fortunate to work with.

The impact of our curriculum design is that our children will be:

- Emotionally intelligent and engage in positive relationships with their peers, members of their immediate and wider community
- Enjoy learning

- Able to recognise, manage and engage with their own physical and emotional health and wellbeing
- Able to read to learn and read for pleasure
- Master maths fluency and strategy
- Able to write for an audience and purpose
- Curious, creative, critical thinkers
- Motivated, engaged, resilient, independent learners

We aim to be inclusive by ensuring we:

- Remove barriers to learning by planning lessons that support all children to achieve
- Plan lessons that include challenge for all learners
- Use formative and summative assessment to monitor children's progress

Approaches to supporting children with EAL

'New to English' or in the 'Early Acquisition' stages

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Children who are new to English benefit from being integrated into mainstream teaching and learning experiences most of the time. At Phil & Jim we use immersion teaching to enable our beginning EAL learners or International New Arrivals (INA) to learn English. This means we immerse the children in as much of the language as possible and include them in as much of the curriculum as possible i.e. the children spend the majority of their time in a classroom with their peers. With this approach, our initial goal is for the children to be able to communicate in English. We are actively encouraging the children to communicate in English so that they can make friends and begin to feel part of the school community. Teachers plan opportunities for the children to use English in a meaningful way, i.e. to communicate, rather than teaching the technical aspects of the English language. At these stages, fluency and building confidence is more important than accuracy. Once children feel more confident communicating in English it will enable them to:

- Develop oral fluency quickly
- Immediately feel part of the school
- Develop language in context
- Begin to experience their full curriculum entitlement

Immersive teaching strategies to support 'New to English' or in the 'Early Acquisition' stages

- *Stacking*: By 'stacking' the language you incorporate the target word or phrase in different points of your lesson, from the moment you walk in, to the time you go home.
- *Visuals*: Use pictures, videos, artefacts or manipulatives alongside the vocabulary.
- *Gestures & Tone*: Using proper gestures, body language and exaggerated voice are effective ways of ensuring the teaching is comprehensible. Teachers are also mindful of the speed at which they are speaking. Clarity is vital.
- *Technology*: Children can use LanguageNut to play games. Google translate can be used to translate more complex concepts.
- *Explicit cultural language instruction*: Teachers need to pre-teach any peculiarly English word usage, nuances and idioms.
- *Etymology*: Teachers explicitly teach the meaning of root words, suffixes and prefixes. Teachers look for opportunities to make connections between what children have already learned and new learning.

- *Graphic organisers*: For more complex lessons with Tier 3 language, children should be given time to build a graphic organiser. This organiser will include key language alongside visuals.
- *Speaking and writing frames*: Speaking and writing frames provide models of sentence construction, language structures, and vocabulary for EAL learners to use orally within a curriculum context.
- *Look at environmental language*: Provide opportunities for the children to experience language in a meaningful context, e.g. cereal boxes, posters, labels.
- *Role playing*: Teachers create opportunities for the children to practice using English in meaningful contexts, e.g. learning a song, asking directions, giving instructions.
- *Oral rehearsal*: Ask children to rehearse answers with partner before responding to a question.
- *Open questioning*: Teachers should attempt to extend children's use of language by asking questions that don't just require a yes or no answer.
- *Feedback & Encouragement*: Teachers should give regular visual feedback (thumbs-up, nod head). Modelling answers to questions when children are unable to 'find the words', e.g. 'You probably liked...', 'I wonder if you...'
- *Bilingual support from other children and staff*: Teachers should also provide a word book where children can build up the words and phrases they are learning in English with a space for a picture or translation.
- *Games*: Daily opportunities to develop their language through games such as 'pairs' (matching home language to English), barrier games, snap, bingo, repetitive games, e.g. *I went to market and I bought...* where each player needs to remember all the previous items and add one of their own. This can be used across the curriculum: I am a scientist and I use a Bunsen Burner. I am a scientist and I use a Bunsen burner and a pipette.
- *Word or phrase of the week*: Learners commit to using the word or phrase as often of possible during the week and report back the following week. Teachers should integrate this into the school's reward system, e.g. house dojo earned for the correct use of the word in writing or orally in class.
- *Daily reading*: Teachers provide opportunities for the children to both listen to and read books. Teachers should pre-warn children about extended books they will be reading so they can read it in their home language. The children will have daily 1:1 opportunities to both listen and follow a simpler text and to read that text to an adult.

Developing Competence

Children who are at the *Developing Competence* stage, have typically been learning English for between two and five years. At this stage, learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Learners who are at the *Developing Competence*:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are *Developing Competence* need to be encouraged to notice key features of English and self-correct. Teachers should still pre-teach subject specific language that the children are unlikely to have encountered before and provide extensive opportunities to use that language. Teachers should continue to listen to the children read on a regular basis and closely question children on the meaning of language. All of the above strategies can still be employed when needed.

Competent and Fluent

Competent

Children who are *Competent*:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Fluent

Children who are *Fluent*:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At the *Competent* and *Fluent* stages, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts. Learners working at both the *Competent* and *Fluent* stages may still need some/occasional support to access complex curriculum material and tasks.

Teachers will use the resource bank on the [Bell Foundation](#) to provide additional resources.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL children's achievement and inclusion.

When	What	Who
Before arrival	Gather information about child including key language and educational background information about the pupil. Ask parents to bring to share any information they have. Parents asked to share which level of English their child has.	Administration team
Before arrival	Admissions information passed onto Inclusion Lead and class teacher.	Administration team
First day	Assigned a classroom and playground buddy or buddies to support the child	Class teacher
First day	Listened to the child read	Class teacher
Within first two weeks of arrival	Meet with parents/carers	Class teacher/Inclusion Lead
Within first two weeks of arrival	Assess which level the child is working at (New to English, Early Acquisition, Developing Competence, Competent,	Class teacher with support from Inclusion Lead

	Fluent) and refer to Bell Foundation for strategies.	
Within first month	Put in place strategies to support the child.	Class teacher with support from Inclusion Lead
Within first month of arrival	Use Dyslexia Gold to assess: Reading Age (based on the Schonell Reading Age test) Spelling (based on the Blackwell Spelling test)	TA with support from Inclusion Lead
Termly	Data drop during pupil progress meetings	Teacher and SLT
Termly	Re-assessed using Dyslexia Gold assessments (see above).	TA

Resources

[Bell Foundation](#)

<https://www.gov.uk/government/publications/helping-ukrainian-students-in-schools/resources-to-help-support-children-and-young-people-arriving-from-ukraine>

Links to other policies

- [SEND Policy](#)
- [Teaching and Learning Policy](#)
- [Equality and Diversity Policy](#)
- [Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Anti-Bullying Policy](#)
- [Assessment Policy](#)