

# **SOUTH FARNBOROUGH INFANT SCHOOL**

## **English as an Additional Language (EAL) Policy**



Person responsible: Sarah Carter

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## **Introduction**

At South Farnborough Infant School, all aspects of our pupils' education is important. This includes their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all pupils to aim for the highest possible standards and we take account of each pupil's individual needs and experiences. We are committed to make appropriate provision of teaching and resources for pupils for whom English is an additional language.

## **Aims and Objectives**

The school will identify pupils' needs, recognise the skills they bring to the school and aim to ensure equality of access to the curriculum by endeavouring to:

- Establish a welcoming environment in which pupils feel confident and can contribute.
- Establish links between EMTAS and school and parents to ensure that children are getting the best possible outcomes in their education.
- Activate prior knowledge and learning.
- Develop strategies to overcome potential barriers to learning and assessment that might prevent pupils achieving their full potential.
- Raise achievement of pupils who have English as an additional language, through monitoring individual progress using The Bell Foundation Assessment Scale. The staff recognise that aspirational targets for EAL pupils should be beyond that of 'average' to help narrow the gap.
- Work in partnership with parents to support the child's learning at home and help them cope.
- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- To ensure there is a smooth transition for children who are new starters in Reception or throughout the school.
- To identify their needs early on.

## **Definitions**

English as an Additional Language is the expression used in the UK to refer to the teaching of English to speakers of one or more other languages.

*"A beginner EAL learner might be described as someone who has yet to develop competence in everyday spoken English and is at the beginning stage of learning reading and writing. Such learners tend to be relatively newly arrived in the UK.*

*An advanced EAL learner tends to be fairly secure in colloquial oral language; however, they have not yet developed full academic proficiency in speaking, listening, reading and writing across the curriculum" Pim 2010.*

## **Key principles for Language Acquisition**

- ~ Language develops best when used in purposeful contexts across the curriculum.
- ~ Effective use of language is crucial to the teaching and learning of every subject.
- ~ The language demands of learning tasks need to be identified and planned for with attention both to initial access and to extension.
- ~ Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored.
- ~ All pupils have entitlement to the School's full curriculum.
- ~ A distinction is made between pupils with EAL and those with Special Educational Needs, or Learning Difficulties and Disabilities.
- ~ Language is central to our identity, therefore staff need to be aware of pupils' home languages and build on their existing knowledge and skill, allowing opportunities for them to work in their home language. Pupils should be encouraged to use their first language in lessons when the cognitive challenge is likely to be high (e.g. problem solving), they are still developing proficiency in English and when oral rehearsal will help reflection (e.g. responding to a text).
- ~ All languages, dialects, accents and cultures are equally valued.
- ~ Parents whose children are learning English as an additional language should continue to use the first language at home.
- ~ Displays in classrooms should be welcoming and celebrate the linguistic and cultural backgrounds of learners.
- ~ Use of graphic organisers and writing frames might be used to support children's learning, along with electronic translation tools, Mantra Lingua tools, vocabulary games and visuals.
- ~ Many of the principles of effective teaching are equally applicable to EAL pupils (e.g. the value of precise questioning techniques).
- ~ Pupils need to be offered a variety of ways to demonstrate learning e.g. mime/gesture, drama, drawings/annotations, orally and through the use of first language.

## **Teaching and Learning**

At South Farnborough Infant School, teachers will use various methods to help pupils who are learning English as an additional language.

- ~ Identifying the demands of the School's Curriculum within the curriculum planning and providing differentiated opportunities matched to EAL pupils' needs. Classroom activities should have clear learning objectives and, where appropriate, teachers will plan specific activities for individual pupils with EAL.
- ~ Ensuring vocabulary work covers the meaning of technical, as well as everyday key words.
- ~ Providing access to meaning through visual support such as ICT, video and audio materials, posters, objects, non-visual clues etc.
- ~ Collaborative group work with effective role-models of speaking, reading and writing.
- ~ Additional verbal support – repetition, alternative phrasing, peer support.

- ~ Explaining how speaking and listening in English are structured for different purposes across a range of subjects.
- ~ Providing a range of reading materials that highlight the different ways in which English is used.
- ~ Teaching Assistant support for EAL pupils, where appropriate, to allow pupils to work in small groups and increase opportunities for modelling language structures and for conversations between adults and children.
- ~ Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- ~ Wherever possible, including links within the curriculum to the culture and language of EAL pupils.
- ~ To pre teach vocabulary and concepts to those needing support.

### **EAL/Special Educational Needs/Able Learners**

South Farnborough Infant School recognises that most EAL pupils needing additional support do not have Special Educational Needs or Specific Learning Difficulties. However, should these be identified during assessment, EAL pupils will have equal access to the appropriate provision in accordance with the School's Learning Support Policy. Similarly, the School recognises that there may well be EAL pupils who are Able Learners and that their language profile may well make them highly proficient at learning new skills or other languages.