



## NEWBOLD SCHOOL

# Policy on English as an Additional Language (EAL)

*Reviewed September 2023 by Mrs J Crissy (Headteacher) & Mrs Jennings (Deputy Head Teacher).*

*To be ratified Autumn Term 2023 by Newbold School Board of Governors.*

### **Aims**

Newbold School serves an ethnically and linguistically diverse community. Frequently, pupils join the school across all cohorts (F1 (nursery) - Year 6), with little or no background in the English language. The school aims to develop a whole-school approach to EAL learners through advice, support and policy development.

Please see additional guidance sheet for children with possible Additional Learning Needs which may affect their progress in learning English. (EAL or ALN + monitoring doc)

On entry to the school, a note will be made in the admissions documentation if a child has EAL as defined by DfES. i.e 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003)

### **Welcome and Induction**

#### **Foundation Stage (F1 and F2 classes)**

When children from non-English speaking homes are accepted into our Foundation Stage, the nature of the environment and the age of the pupils often serves to assist them to understand and speak a limited vocabulary within a very short time.

In Early Years, each child has an EAL record sheet so we are aware of their starting point and ensure we follow recommended strategies for their level. The Early Years staff are responsible for planning appropriate activities that best suit the needs of the pupil. We use gestures, speak slowly and clearly, and use key words when interacting - adding one new word to their word to help children with EAL build up their vocabulary. Visuals are used as part of the daily routine. We have pictures of all activities to help children with EAL understand the routine (and SEN children). We also use a visual timetable (if needed) and a visual countdown chart to aid the understanding of transitions. We answer the register in different languages and play children's songs in different languages, as well as have books in different languages.

Each term, when requested, a form is completed and sent back to Bracknell Forest Borough Council (BFBC) giving details of the languages represented in the Early Years setting. If appropriate, we can ask for support from BFBC, where there are bilingual workers representing many languages who can visit Foundation One to communicate in the child's home language.

### **Key Stages 1 and 2**

When the pupil is allocated to a class, every effort should be made to meet the needs of the child at his/her level of understanding, while also addressing, as far as possible, the needs of the curriculum at the appropriate level.

### **Role & Responsibilities:**

The class teacher will informally monitor the language skills of the pupil for several weeks in the classroom. The time needed will depend on the age and often the personal characteristics of the pupil. If it is then felt that the child's language development requires further intervention or monitoring the headteacher should be informed at this point.

- Arrange an initial assessment for the new admission to gauge their needs using our Assessment document or Checklist. This assessment may be carried out by the classteacher, EAL coordinator or TA.
- Work with the class teacher to set appropriate objectives
- Help the class teacher plan suitable activities, and recommend resources to assist the child in his/her learning (including assigning additional help from a learning support worker, where required) Lesson Tool Box and Strategies sheet are available in Subject Manager's file.
- Review, evaluate and monitor each EAL pupil at least termly or as appropriate to their needs. An EAL monitoring document should be used termly or half termly, until the class teacher has no further concerns necessitating further EAL intervention.

### **Objectives/Purposes:**

- 1 To gain a better understanding of the abilities and needs of EAL pupils
- 2 To plan future work that best suits the needs of EAL pupils
- 3 To evaluate the language and learning support given to the bilingual pupils
- 4 To enable class teachers to recognise and understand the EAL pupils needs and achievements.

**NEWBOLD SCHOOL- Early Years.**  
**Initial Assessment – EAL Coordinator if necessary**

Name of Pupil: \_\_\_\_\_ D o B \_\_\_\_\_ age: \_\_\_\_\_

Date of admission: \_\_\_\_\_ Home Language \_\_\_\_\_

<b>Speaking and Listening</b>	<b>English</b>	<b>Home Language</b>
<b>Reading</b>	<b>English</b>	<b>Home Language</b>
<b>Writing</b>	<b>English</b>	<b>Home Language</b>
<b>Stage of English:</b>		
<b>Approach:</b>		

Date:

Class:

Teacher:

**EAL Record Sheet - for use by Classteacher or EAL coordinator if necessary**

Class:	Date:	Teacher:
Activity:		
Assessment:		

Copy to class teacher

Copy to Headteacher