

# Village Infants School

## EAL Policy



**September 2023**

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**Village Infants School**



**Introduction**

Village Infants School is committed to supporting pupils and their families from a variety of different cultural, ethnic and linguistic backgrounds. The school seeks to raise achievement, remove barriers to learning and increase curricular access for all.

**Aims and objectives**

This policy raises awareness and supports planning, organisation, teaching and assessment procedures, along with the use of resources and strategies to meet the needs of pupils who have English as an additional language. Also, the policy aims to ensure that all members of the school community understand the cultural, social, emotional and academic needs of these pupils.

**Objectives**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- That planning and curriculum guidance promotes inclusion.
- Advise on quality first teaching approaches to support EAL pupils in class.

**Assessments**

Targeted EAL pupils are assessed using the Bell Assessment every term by EAL LSAs and EAL co-ordinator. This is then used to identify gaps and plan interventions. The banding of Bell Assessment can be found in the appendix of this policy.

**Roles and Responsibilities**

**Headteacher and the senior management team**

The head teacher and the senior management team will:

- Ensure that effective use is made of the ring-fenced funding to raise the attainment of EAL/bilingual and minority ethnic pupils

- Oversee the implementation of key policies on bilingual learners' achievement
- Take the newly arrived pupil on a tour around the school so that they become familiar with the geography of the school, including the following areas of the school: toilets, cloakroom area in KS1, classrooms, playground, dining hall, sports hall, ICT suite, school office, Head Teacher / Deputies' office, staff room and Additional Resource Provision for hearing impaired children.

### **EAL Coordinator**

The EAL coordinator is responsible for:

- The EAL register
- Completion of the Bell Assessment
- Organising, planning and monitoring the EAL interventions
- Monitoring the progress of EAL pupils
- Raise awareness of all teaching and non-teaching staff on the recommended practice and procedures, and on how to work effectively with EAL and ethnic minority learners
- Organise appropriate training to support teachers working with EAL/bilingual learners, in collaboration with the primary advisory teacher from the Borough service
- Providing advice and CPD to colleagues
- Making links with other schools
- Providing classes with EAL resources to support inclusion
- Liaise with parents to ensure a coordinated integration of bilingual pupils in school

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistant to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the EAL coordinator to review each pupil's progress and development and decide on any changes to provision.

The class teacher will:

- Plan and deliver lessons that address the specific needs of EAL/bilingual children in their classes
- Monitor the progress and development of every pupil in their class.
- Explain the daily classroom routine with use of visuals
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Monitor the progress of EAL/bilingual learners in collaboration with the EAL coordinator
- Deliver high quality teaching to pupils who have EAL needs. This will be differentiated for individual pupils.
- Will assign buddy to assist the newly arrived pupil with school procedures, and play with them at play times and lunch times
- Encourage the involvement of parents in children's education by providing opportunities for parents to be empowered with the necessary skills to support their children at home.

### **Procedures for the Welcome and Induction of Newly Arrived Pupils who are at the early stages of learning English**

The following procedures should be used to welcome and induct newly arrived pupils who are at the early stages of learning English:

- Introduce and welcome newly arrived pupil into class.
- Inform whole class of pupil's name, (ensuring correct pronunciation of name) language and country of origin.
- The class teacher will buddy newly arrived pupils with a pupil who speaks the same first language if possible. If not, the class teacher will identify two buddies (pupils who are good language role models) for the newly arrived pupil. Adults will also support the buddy to ensure they are confident in their roles
- The class teacher will ensure that the newly arrived pupil is seated near the buddy where possible to help the pupil feel secure.
- The class teacher should provide opportunities for the newly arrived pupil to acquire and use the "survival" language required in order that he / she can express their immediate needs, e.g. going to the toilet, finding their coat.

### **Strategies to Include Newly Arrived Pupils who are at the early stages of learning English in the Mainstream Classroom:**

- Ensure that the newly arrived pupil, at the early stages of learning English sits near the front of the class so that they have immediate accessibility to the class teacher's facial gestures and body language and interactive technology.
- Ensure that the newly arrived pupil, at the early stages of learning English is seated between two good language role models (not necessarily the buddies) so that they are listening to good examples of spoken language structures.

- Respect the pupil's silent period in which he or she will be observing and listening to others. Remember that active listening is an integral part of learning.
- In grouping give pupils opportunities to work with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group (if possible).
- Use a buddy system.
- Keep instructions simple. Speak clearly. Repeat, rephrase and demonstrate if necessary.
- Use language structures that are repetitive.
- Write clearly and in print on worksheets. Use symbols, simple drawings to explain key words and ideas.
- Teach newly arrived pupil useful words and phrases (enabling language) and the routines of the classroom in order for them to interact and communicate with their peer group.
- Ensure correct pronunciation of names.
- Give the pupil small jobs that encourage him or her to interact e.g. giving out paper, collecting up books. This will encourage the pupil to feel part of the class even though s/he can't contribute much yet.
- Use pictures and diagrams on worksheets and on the board to explain things.
- Draw pictures, maps or diagrams and label them with words (in the first language if possible), phrases or short sentences which you supply.
- Provide, whenever possible, practical activities that are valuable and enjoyable, which do not require speech to participate, e.g. painting or construction, and yet promote conversation.
- Where possible encourage the pupil to work in pairs or small groups
- Provide lots of opportunities for repetition, e.g. in songs and stories
- Be aware of previous experiences that may affect the way in which the pupil settles into your school, including the type of educational experience s/he has had previously. (The initial interview contributes to this information)

- Be aware that the pupil may need constant reassurances, for example with smiles and gestures.
- Use the Internet to find out information about the pupil's country of origin, religion, culture, language.
- Have a visual timetable
- Access to edukey

### **Home / School Links:**

- Use a proactive approach, **talk** to the parents. Use signing and gestures to encourage understanding.
- Invite parents to school events.
- Keep parents informed of pupil progress following school procedures.
- Encourage parents to make links with the local community. Identify support that the community can give including information on English classes as provided by the LEA.
- Recognise that negative and/or excessive behaviour, whilst needing to be addressed, may be motivated by frustration or disorientation (culture shock).
- Encourage the parents to keep the school informed about any issues relating to their child,
- Encourage pupils to have a positive attitude towards school and its policies.
- Use of school website. <https://villageinfants.com/>
- Meet with parents to share strategies, activities and resources to support learning at home
- Provide parental support through use of Little Wandle <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

**APPENDIX 1**  
**Bells Assessment Banding**

**Band A**

**New to English**

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying and 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.

**Band B**

**Early acquisition**

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 subjects specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**Band C**

**Developing competence**

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.

**Band D**

**Competent**

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 structures. 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 and tasks.

**Band E**

**Fluent**

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.