

St Matthew's CE (Aided)
Primary School and
Nursery Centre

English as an Additional Language
(EAL)

'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.



2024 -2025

English as an Additional Language

Individuals working together to potential with God so
"I can do all things because Christ gives me strength." Philippians 4:13

Our Values

We respect and model the core values of the school with our staff and children:



We promise to **RESPECT** one another
Be **RESILIENT** when faced with challenge and
Acknowledge our **RESPONSIBILITY** to be advocates of change.

Our School Christian Values



Aims

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).

Definition

In defining EAL we have adopted the following definition:

“Anyone who has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community”.

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

Recognition

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

- EAL learners make the best progress within a whole school context, where pupils are educated with their peers.
- The school environment promotes language development through the rich use of language.
- The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life enriching asset.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the admission form;
- Information from interviews with parents/guardians;
- Information from initial assessment papers; and/
- Information from the previous school.
- The Babcock assessments for pupils in the Early Years Foundation Stage.
- The Bell Foundation assessments for pupils in Key Stage 1 and Key Stage 2.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

In assessment of EAL pupils, competence in English is categorised on the Babcock or Bell Foundation EAL Assessment grid.

Provision

EAL pupils will be provided with opportunities to make good progress.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support. Children will take part in RWI phonic sessions where appropriate and the Racing to English scheme.

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.

The Telford and Wrekin EAL assessment tracker is maintained for all EAL pupils assessed who are not yet fluent in English. This is reviewed on a termly basis with the EAL coordinator and shared with class teachers on how to best meet the children's needs.

EAL Coordinator

The EAL Coordinator collates information and arranges a baseline for EAL pupils.

A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.

Special Educational Needs and Differentiation

- EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- Some EAL pupils may have a special educational need and, in such cases, pupils will have equal access to school SEN provision, in addition to EAL support.
- EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy