

1. Introduction

Purpose:

This policy outlines the approach taken by Kington Primary School to support children with English as an Additional Language (EAL). It reflects our commitment to ensuring all pupils, regardless of linguistic background, have equal opportunities to achieve academic success and thrive within our school community.

Aims:

- Provide a safe and supportive environment for EAL learners.
- Promote linguistic and cultural diversity as a strength within our school.
- Equip EAL learners with the necessary language skills to participate fully in all aspects of school life.
- Raise awareness and understanding of EAL issues among staff, pupils, and parents.

Scope and Rationale:

EAL pupils at Kington Primary School come from a variety of backgrounds. For over ten years there has been an average of 10% EAL pupils of 200 throughout the school. However, since 2022 numbers have increased to over 24% which is an above average percentage for a rural primary school. Historically the school has welcomed families of Migrant Workers. In 2022 the first children of Refugee families joined the school.

The majority of EAL pupils have attended school previously and are literate in their home language on arrival whereas a small number have had no previous formal education.

There are currently ten languages spoken in the school: English, Welsh, Polish, Ukrainian, Turkish, Czechoslovakian, Malayalam, Hindi, Filipino, Lithuanian, Tamil and Romanian (September 2024).

2. Legal Framework and Guidelines

- **National Legislation:** This policy aligns with the Equality Act 2010, which emphasizes the need to eliminate discrimination and advance equality of opportunity.
- **DfE Guidance:** There is no specific EAL curriculum, the DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects. [Statutory Guidance, National curriculum in England: Framework for key stages 1 to 4, Updated 2 December 2014](#)

- **Ofsted Expectations:** According to the latest Ofsted framework, schools are expected to:
 1. Quality of Education: Provide a curriculum that is ambitious and designed to give all pupils, including EAL learners, the knowledge and skills they need to succeed.
 2. Behaviour and Attitudes: Promote a respectful and inclusive environment where all pupils feel valued, heard, and able to contribute.

3. **Personal Development:** Foster pupils' resilience and ability to pursue their own interests while respecting the diverse cultural backgrounds of their peers.
4. **Leadership and Management:** Ensure strong leadership that articulates a clear vision for the school, leading to improved outcomes for EAL learners through targeted support and resources.

By adhering to these expectations, we reinforce our commitment to excellence, ensuring that every pupil reaches their potential, contributing positively to their educational journey.

3. Definitions and Identification

- The term “EAL” is used to describe a diverse group of learners. In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).
It is recognised that the term EAL is used to acknowledge that some children may be bi-lingual, tri-lingual or a polyglot (speaking 3 or more languages)
This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines which also include provision for EAL pupils.
- On entry to school, the parents/carers of pupils are asked to complete an initial admissions form which gathers information regarding the pupil’s ethnic origin and home languages. The EAL Co-ordinator will often support families with EAL to do this and then provide follow up meetings to develop a personal profile for newly arrived children.

4. Induction and Integration

The school recognises the importance of effective and reciprocal relationships with all parents and acknowledges that families must be supported to feel confident in approaching the school. The EAL Co-ordinator makes herself available for EAL parents to ensure there is effective communication regarding school activities. The EAL Co-ordinator also runs events throughout the school year to encourage parental engagement for the EAL parents and supports anyone interested in becoming a volunteer with the application process.

Parents may need to be introduced to the education system and encouraged to work with the school to support their children. New parents are introduced to the teaching staff of their child’s class.

To encourage this, parents/carers are offered additional support with:

- Completion of Initial Entry Forms.
- Sourcing correct uniform for different activities
- Support in the understanding of school reports on pupil progress.
- Additional support with attendance at teacher/parent meetings if required or support with informal discussions if required.

New children are welcomed and shown round the school. A pupil profile meeting is held to build a more in-depth picture of the children, their education and personal background.

New pupils and their parents are welcomed with a pupil from their class who speaks the same language (if possible) and shown around the school. If there are no children in the class who speak the same language but one in another year, then that pupil will be asked to welcome them into the school.

It is not assumed that just because two children speak the same language and are the same age that they will become friends.

Correct pronunciation of pupils’ names is always ensured, and names are not Anglicised.

If the change of food is problematic, the children they are encouraged to bring their own food. Additional support will be provided during lunchtime in the early days if necessary. All new EAL pupils should be allowed a quiet time where they can have time out from the classroom to think in their own language without the pressures of constant translation.

Children are encouraged to speak unhindered with their peers in their first language. We encourage this by holding an EAL lunch club and small group time where the children can converse in their mother tongue. Any bullying on the grounds of race, ethnicity, culture or religion will not be tolerated. Any reported instances will be managed in line with the school's policies for Anti-bullying and Behaviour and Restorative practice.

5. Teaching and Learning

EAL pupils are entitled to the full National Curriculum programmes of study. Access to learning requires attention to words and meanings of each subject. Meanings and understanding of words cannot be assumed but must be made explicit.

The home languages and cultures of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require support throughout their school life.

There is often a "silent" period where the child is reluctant to speak. This period can last up to a year and support and understanding must be exercised at this time, with positive reinforcement being the key factor to encouraging speech.

Teaching and support staff play a crucial role in modelling uses of language. Good modelling of language rather than correction is encouraged. Pupils should be placed next to a child in class who models a good level of language and behaviour.

Further guidelines, specific strategies and suggested resources for supporting EAL learners can be found in Appendix 1

6. Assessment and Achievement

There is no typical child with English as an Additional Language. Some will arrive with fluent English and others with none.

Initial assessments are done in class to evaluate a baseline of need and individual differentiation designed.

The school uses standardised testing throughout the year as described in the Teaching, Learning & Assessment Policy;

If standardised testing is not adequate, the SENCO or EAL Coordinator will use additional assessment methods. Using RENFREW (language scales), British Picture Vocabulary Scale (BPVS, vocabulary assessment) or YARC (Assessment of reading for comprehension) to assess a level that will help to ensure that children receive appropriate learning support as and when they need it and to monitor progress.

If there are areas of concern, we can refer to Hereford Council EAL Service for further assessments and advice <https://www.herefordshire.gov.uk/support-schools-settings/support-teaching-minority-group-children>

A clear distinction is made between English as an Additional Language and Special Educational Needs. Most pupils who have English as an additional language who require additional support do not have Special Educational Needs. Should SEN be identified, EAL pupils have equal access to school's SEN provision.

Review Procedures

This policy will be reviewed annually by the EAL subject leader and will be updated to reflect current best practices and alignment with local and national objectives.

Conclusion

The school's EAL policy reflects our ethos of inclusivity and commitment to academic excellence. Through high-quality teaching and a supportive environment, we aim to ensure that our EAL learners thrive and achieve their full potential.

Appendix 1 Teaching and Learning guidelines for staff

Planning,

When planning the curriculum, staff should, where possible take account of the linguistic, cultural and religious backgrounds of all families.

Where possible History and Geography should include a briefing of the EAL pupils' country of origin specific to the topic. For example, when studying the Victorians it would be relevant to include lessons on the British involvement in India.

Teaching Strategies

Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

Enhanced opportunities are recommended for speaking and listening. In subjects other than literacy a Teaching Assistant can scribe for the pupil, giving them a rest from process of translation and then writing.

Discussion provided before, during and after reading and writing activities.

Teaching staff should differentiate for newcomers so that they can access the curriculum as much as possible. Advice and guidance is available from EAL Advisory team.

EAL pupils should be taught subject specific vocabulary and encouraged to translate them into their own language.

Developments in teaching

Best practice is encouraged as well as new developments in EAL teaching. In 2024 we took part in a pilot study by the Department of Education, University of Oxford on "Does the use of learners' first languages as a pedagogical tool result in improved English vocabulary acquisition for EAL learners in a linguistically diverse classroom?" This study will form the basis of a PhD. As a school we are now enabling translanguaging in the classroom.

Resources.

Google translate and language translation apps are very useful. However, they can be incorrect and should not be used for sizeable pieces of text unless the accuracy has been checked.

Google Translate interpreted to "I have a colouring book downstairs in by backpack in Ukrainian to English as "I have a colouring book on my nose in the backyard."

The best use of translation tools is to use them as a dictionary to check meanings of words. Children who can read and write in their home language benefit from access to such tools, but an over reliance can prohibit the acquisition of English and create a dependence that impedes their involvement in class.

Points to remember

Often when newcomers are reluctant to or cannot speak English, they may appear boisterous in the playground; this behaviour is not necessarily indicative of an unruly child but one using non-verbal communication as playground survival. This is particularly noticeable in some boys who are reluctant to talk yet appear to indulge in rough and tumble playground behaviour. Likewise, children who appear placid and subdued in the early stages are not necessarily timid individuals but taking their time to become acclimatised to their new surroundings.

Pupils coming from very different Education backgrounds may need additional support settling into the class routine. If a pupil has been educated in a classroom of 75 children copying from the blackboard, are going to find it difficult to settle into the school system in England. Likewise, children who have come from a very strict education regime may find the apparent freedom difficult to adjust to.

Some children with English as an additional language do not start school until they are seven, and preschool can be predominantly play based and unstructured thus impacting upon their UK schooling. Staff should not assume that because a child answers 'yes' or 'no' that they understand. A child may have learnt a few phrases but cannot answer simple questions, however in order not to appear rude they respond in the little English they know. A response of "NO" may well not indicate a refusal to do something but refer to the meant response of, "I don't know." Likewise, a child answering yes may simply be them being polite without any understanding of what they are agreeing to.

Translation process for children who have English as a second language.



Pupil hears question or statement spoken in English...

Translates English into their own language.

Works out answer in own language

Translate answer into English

Responds with answer in English.



The next step may be to write down the answer or solution, requiring more translation concerning spellings and grammar.

If appropriate a T.A or a buddy can scribe for the pupil.

