



**The Park Federation Academy Trust
Lake Farm Park Academy**

EAL Policy

Approval

Signed by Principal	Ms. H. Buttar
Date of approval	September 2020
Date of review	September 2024

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1.0 Introduction & Aims

This policy is a statement of Lake Farm Park Academy's aims and strategies to ensure that pupils who speak English as an additional language (EAL) fulfil their potential.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Lake Farm Park Academy (LFPA), we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the LFPA's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise pupil achievement.

2.0 Whole School Curriculum Statement

At Lake Farm Park Academy, we promise all our children a curriculum which encompasses our four values of:

- Respect
- Aim high
- Telling the truth
- Role model

At the heart of our curriculum we ensure that respect is key; respect for ourselves, community, environment and the wider world. Our children are global citizens who are prepared with the key skills to enter an ever-changing society. In a multicultural community our children respect the rights of all stakeholders and we celebrate our diversities. We embed the confidence to learn from our mistakes and challenge one another and ourselves. Our curriculum is engaging, sequential, ambitious and promotes a high level of vocabulary through a range of subjects building on our social, moral and cultural responsibilities as learners. We aspire to give children the tools to have a voice, reflect and be honest. The skills they learn at Lake Farm Park Academy provides them with the cultural capital to succeed in life and be ready for the next stage in their learning.

3.0 Intent

At Lake Farm Park Academy, we continue to make provisions for pupils arriving with English as an Additional Language (EAL), at different degrees of English or in some cases, no English. LPFA's aim is to accommodate and settle pupils as soon as they arrive. Their induction process forms an integral part of school life; to encourage them to take part in the daily routines and structures, helping them to develop, not only an understanding of the academic aspects of English, but the use of language as a social interaction. We work with parents/guardians ensuring a smooth transition and provide translation to ascertain prior cultural experiences and first point of contact and gateway into LPFA.

We celebrate that many of our pupils come from diverse, language rich backgrounds. We believe many pupils show fluency in languages other than English and we encourage them to draw upon their linguistic knowledge and skills to acquire good speaking, listening, reading and writing skills in all cross-curricular learning. To implement this, we assess their language acquisition through stages of proficiency and observation. We provide a range of resources and opportunities to equip them to access the National Curriculum. We believe, early intervention support, together with tracking and monitoring of EAL assessments, pupils at LFPA will excel in speaking and listening, reading and writing throughout their learning journey.

3.1 Implementation

Our EAL children are assessed on entry to the school, using EAL Levels of Competence and the DfE Proficiency Scale. EAL assessment framework. This helps us to establish an initial progress level and to set targets, along with teachers. From that point the children's Speaking; Listening and Understanding; Reading and Viewing and Writing are reassessed and new targets set, on a termly basis. Those children who are new to English are assessed on a more regular basis, in order to keep a closer eye on their progress, and to ensure that their targets are constantly updated, in the expectation that they will make rapid progress once they are exposed on a daily basis, to the English language. Children who arrive with little or no English are quickly referred to the EAL coordinator. Once an assessment has been completed by them, the children are able to access 1:1 support within school.

3.2 Impact

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across their primary career. Our EAL assessment and monitoring procedures facilitate the children's learning in all the other areas of the curriculum. Our EAL children excel here, at LFPA. They become valuable and valued members of our school community, taking an active part in both school and after-school activities, along with being part of our School Council team. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.

4.0 EAL Provision

When children start at LFPA, information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

The senior member of staff with responsibility for EAL is Mrs Bhamra.

EAL pupils are entitled to be taught the full range of national curriculum subjects and all their teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home languages 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 continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

5.0 Assessment

All EAL pupils are entitled to assessments as required. Staff have regular opportunities to discuss pupil progress, needs and targets. Progress in the acquisition of English (through Communication, Language, Literacy and Maths) is regularly assessed and monitored. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

When planning and monitoring our EAL provision and assessment procedures, we will ensure that:

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the EAL Proficiency stages descriptors, ongoing assessment formative and summative assessments.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

6.0 Parental and Community Involvement

Our staff will strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.

- recognising and encouraging the use of a pupil's first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- Sharing dual language resources to enhance learning through home-school links.

7.0 Teaching Strategies

Classroom activities should have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons. Key language features of each curriculum area (e.g. key vocabulary, uses of language) should be identified. Enhanced opportunities must be provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils need to have access to effective staff and peer models of spoken language.

Additional visual support should be provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture. Additional verbal support can also be provided e.g. repetition, modelling, peer support. Lessons should build in the use of collaborative activities that involve purposeful talk and encourage and support active participation. Discussion should be provided before, during and after reading and writing activities. Scaffolding may be provided for language and learning, e.g. talk frames, writing frames. Suitable resources should be provided such as dual language text books where appropriate, dictionaries and key word lists.

- Provide a classroom inside and outside that is rich in aural experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials
- Allow students time to practise the new language
- Use visual support of all kinds, e.g.: diagrams, maps, charts & pictures
- Develop card sorting, sequencing and matching activities
- Use ICT to access learning
- Possible phonics provision if appropriate

8.0 Special Educational Needs and More Able Pupils

Most EAL pupils needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to LFPA's SEN provision. If EAL pupils are identified as more able, they have equal access to LFPA's provision in this area.

9.0 Monitoring and Review

It is the responsibility of the EAL Subject Leader, the Principal and Governors to monitor the provision and quality teaching of EAL learners and ensure:

- That the EAL Lead holds responsibility for supporting colleagues in the teaching, planning and providing resources appropriate for learners to develop their linguistic stages;
- Purchase orders for resources are raised, signed by the EAL Lead and the Head;
- current developments and updates are shared in conjunction with the National Curriculum;

- EAL data is analysed and tracking records are updated on a half termly basis;
- All staff are provided with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners;
- budget needs and expenditures are accounted for;
- Liaise with partner schools to share ideas and CPD needs;
- Lessons are monitored and constructive feedback is given to staff.