



EAL Policy

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EAL Governor - Chris Davies

As a school, we strive to:

To promote equality of opportunity for all learners for whom English is an additional language.

To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

To ensure EAL pupils reach their full potential.

In order to achieve this, we aim to:

1. Promote academic achievement by supporting EAL pupils based on their cognitive needs and not grouping by English language level.
2. Promote and encourage the development of children's first languages to facilitate concept development alongside learning English.
3. Provide pupils with age and language appropriate resources that are linguistically and culturally appropriate.
4. Use visuals and other strategies to support children's access to the curriculum.
5. Ensure that language and literacy are taught within the context of all subjects.
6. Ensure that learners not yet fluent in spoken English are entitled to receive planned support for their oracy and literacy skills.
7. Actively liaise with parents to help them to support their children's learning.
8. Support parents' access to school life by providing dual language information and bilingual support and to monitor parental involvement where possible.
9. To ensure that EAL pupils are assessed in their first language where appropriate and where possible.
10. To seek first language assessment to ensure the accurate identification of SEN.
11. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
12. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
13. To celebrate multilingual skills and promote linguistic diversity with all pupils.

WHAT IS EAL?

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.

(DfE Schools, Pupils and their Characteristics July 2020)

It is estimated that 360 languages are spoken across England ([DfE, English as an Additional Language](#)).

Maintaining at least 2 languages can be an advantage for later academic achievement. However, there can be risk factors impacting this, including:

- Proficiency in English
- Point of arrival in the English Education system
- First Language
- First Language proficiency
- Social class and economic status
- Having SEND (special educational needs and disabilities)
- Support networks
- Experience of life in the UK

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The [Equality Act \(2010\)](#) states that UK schools have a statutory duty to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

Local Context and National Context

In Swindon, 24% of children have English as an Additional Language, compared to the national figure of 20.2%.

Konkani, Polish and Portuguese 3 top languages in Swindon, followed by Romanian, Hindi and Nepalese.

School Context (2024-25)

At William Morris Primary School, there are currently 19 different languages spoken at home by children in our school. These include:

Romanian	Arabic	Bulgarian
Urdu	Bengali	Marathi
Polish	Hindi	Panjabi
Tamil	Kannada	Pashto/Pakhto
Chinese (Cantonese)	Nepali	Sinhala
Portuguese	Shona	Tagalog/Filipino

As a school, 16% of our pupils have been identified by parents as having EAL, which falls below both Swindon and National Averages.

6% of our EAL children are also pupil premium (lower than our school wide average of 13%) and 12% of our EAL children are identified as having SEND (in line with our school average of 12.5%).

WHAT DO WE DO?

High Quality Teaching

In the first instance, we aim to support all children, including those identified as EAL, through High Quality Teaching.

"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."

- EEF

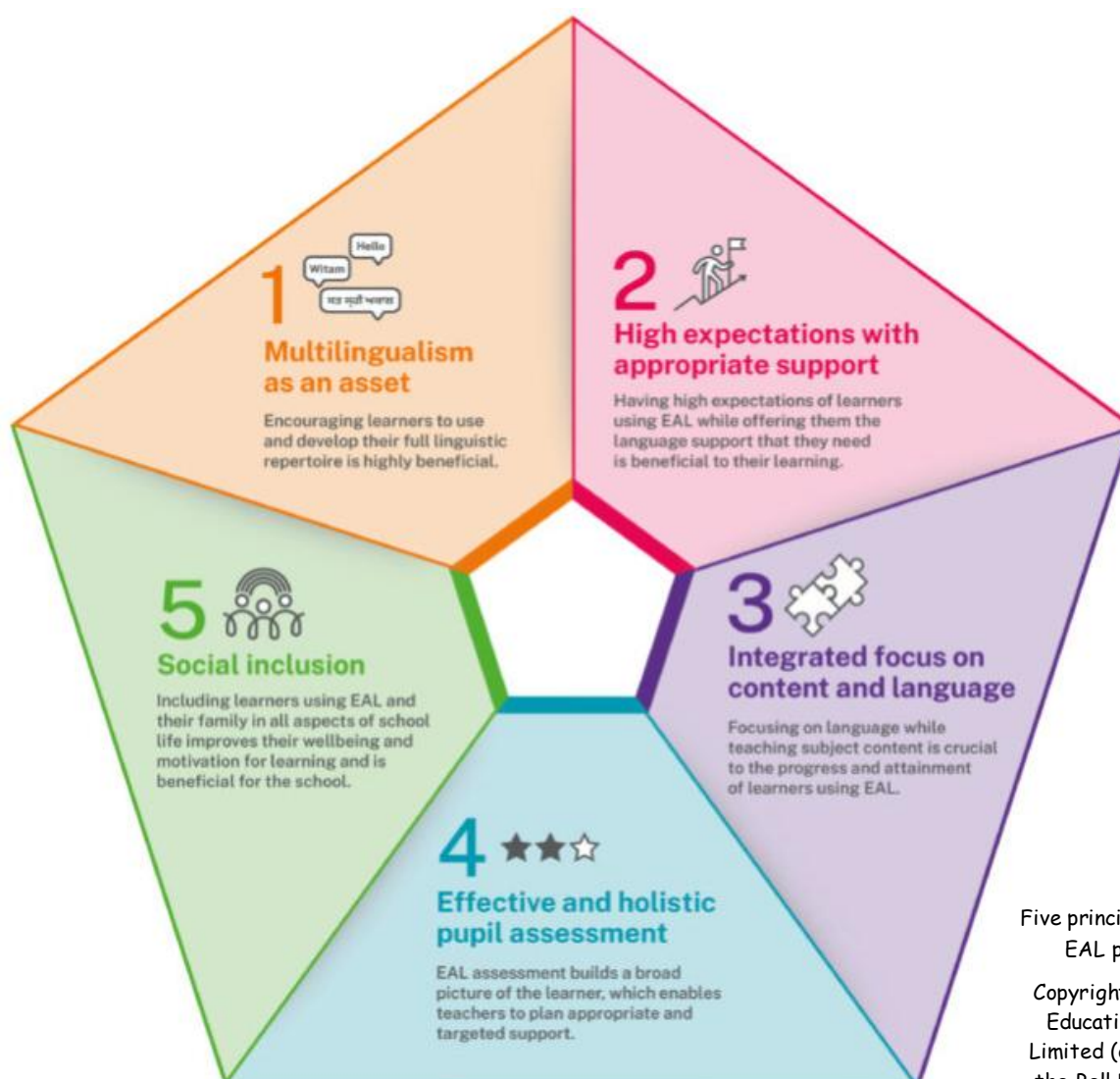
As part of high quality teaching, teachers will consider:

- How can we ensure lessons are planned meet the needs of all learners, including the use of modelling, scaffolding and questioning?
- What opportunities are there to explore ideas orally and collaboratively?
- What specialist vocabulary do pupils need in order to understand new concepts? How can this be presented to them in an accessible way?
- How can individual, small group and whole task discussions be utilised to model key subject language?
- How will formative and summative assessments be used to identify misconceptions
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

As part of our approach to teaching English, including Talk for Writing and guided reading, class teachers:

- develop consistent approaches to teaching and learning in English, building increased awareness of pupils' existing language knowledge and understanding
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

Teaching and Learning to support EAL



Five principles to guide EAL pedagogy

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See appendix for more detail.

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

Some pupils will already have good language and literacy skills in two or more languages.

Some pupils are beginner EAL learners have never learnt to read or write in any language.

Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school.

Some pupils have SEN with language or literacy needs.

These diverse groups benefit from teaching to develop language and literacy so that they become fluent in the academic language of the primary curriculum - the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase. Pupils need to develop a wider range of skills, including transitioning from spoken to written forms. They need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group English teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral 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 and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use collaborative activities, i.e. rehearse answer with partner before answering
- Allow students to do some assessment orally
- Use additional adults to support discussion groups

Learning from text

- Reading for meaning - inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around textbooks, using index, contents etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing, i.e. planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

Assessment and Record Keeping

At William Morris, we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

(William Morris [assessment policy](#))

Further to our assessment policy, should the need arise, as a school we may use the Bell Foundation's EAL Assessment framework to determine a child's English proficiency, and any additional support needed.

As per the DfE guidance, there are a variety of access arrangements that can be made to formal assessments for any pupil that utilises these are part of normal classroom practice. This can include, but is not limited to translating maths tests or providing readers.

Special Educational Needs and Greater Depth

Learning EAL is not the same as having a SEND. Depending on their level of proficiency in English, multilingual children who are learning EAL may face linguistic challenges and may need targeted language support, devised by EAL specialists, to help them learn both the language and all their subjects in English.

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All pupils in the school, including those EAL pupils who have Special Educational Needs (SEND) or are Greater Depth (GD), have equal access to the school's provision.

At our school, the number of EAL children identified as having SEND is in line with school and national averages.

Parents and the Wider Community

As a school, we encourage parents and carers to engage fully with school life. Where necessary and possible, we will provide dual language information and bilingual support for parents at key moments such as parents evenings, school events and workshops. In addition, we aim to monitor parental involvement where possible.

Where can I go for more information?

Swindon Local Offer -

https://www.swindon.gov.uk/info/20195/education/1396/supporting_children_where_english_is_not_their_first_language

Bell Foundation - <https://www.bell-foundation.org.uk/>

Monitoring arrangements

This policy and information report will be reviewed by the SENCO (Emily Day) every **year**. It will be approved by the governing board.

Links with other policies and documents

This policy links to our [policies](#) on

- [Equality, Diversity and Inclusivity Policy](#)
- [SEND information report and Policy](#)
- [Teaching and Learning Policy](#)

Signed: Mrs Emily Day (SENDCo)

Date: Dec 2024

Five principles to guide EAL pedagogy

<p>1</p>  <p>Multilingualism as an asset</p> <p>Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.</p>	<p>2</p>  <p>High expectations with appropriate support</p> <p>Having high expectations of learners using EAL while offering them the language support that they need is beneficial to their learning.</p>	<p>3</p>  <p>Integrated focus on content and language</p> <p>Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL.</p>	<p>4</p>  <p>Effective and holistic pupil assessment</p> <p>EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support.</p>	<p>5</p>  <p>Social inclusion</p> <p>Including learners using EAL and their family in all aspects of school life improves their wellbeing and motivation for learning and is beneficial for the school.</p>
<p>Learners' multilingualism – their ability to listen, speak, read and view, and/or write in one or more languages and/or scripts beyond English – is a valuable resource. Maintaining and further developing learners' home languages and other languages they know results in greater cognitive flexibility and stronger academic performance.</p> <p>Teachers and support staff should, where possible, deploy pedagogies which include the use of different languages. Learners using EAL should be encouraged to codeswitch and translate between any languages they know to support their subject content learning and the acquisition of academic English.</p>	<p>Learners using EAL, like all learners, benefit from high expectations which inspire, motivate, and challenge them. Teachers and support staff should set goals that stretch and challenge learners of all backgrounds, abilities, and levels of proficiency in English, provide them with appropriately demanding activities, and expect their active engagement and concentration.</p> <p>Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.</p>	<p>Cognitive and academic abilities of learners for whom English is an additional language are separate from their English language abilities. Although multilingual learners may be fully capable of the cognitive and academic demands of curricula in their home language(s), they may be unable to access fully a similar curriculum in English due to the English language barrier; unfortunately, the curriculum does not wait.</p> <p>The curriculum should be designed in such a way that all learners' needs can be met in the classroom, and any additional support required should be provided in the classroom.</p> <p>English language development should be integrated and embedded into the curriculum within language-rich mainstream classes. Any withdrawal of learners using EAL from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class.</p>	<p>Effective assessment provides teachers with the information needed to adapt teaching for learners using EAL. Initial diagnostic assessment should gather linguistic and educational information, such as information about learners' language and literacy practices, prior education, and current cognitive skills. Initial assessment of learners' proficiency in English should include assessment of listening, speaking, reading and viewing, and writing.</p> <p>Conducting a first language assessment provides useful information. Formal standardised tests designed to assess the reading age, verbal reasoning, spelling, and reading comprehension of first-language English learners are not always suitable for assessing learners using EAL.</p> <p>When assessment is used to evaluate conceptual understanding, it helps to reduce the linguistic demands of the instructions. Continuous formative assessment should include both assessment of English language development using an EAL-relevant assessment framework, and teacher assessment of learning in different subjects.</p>	<p>In order to have opportunities for success in school, learners using EAL need to feel safe and secure from day one and need not be excluded from any aspect of school life. Schools should foster an inclusive culture in which learners using EAL are encouraged to participate in extracurricular activities and to join mixed-language friendship groups.</p> <p>Social inclusion is successful where schools create respectful relationships with learners' families and the wider communities, striving to understand families' backgrounds, cultures, and prior experiences. Some parents of children who use EAL, especially those who are new to English and to the English school system themselves, face additional challenges to parental participation. Therefore, schools should have accessible communications and expectations for all staff, schoolwide, to build reciprocal relationships which actively promote family involvement and mutual understanding.</p>