



# Britannia Bridge

## Primary School



**English as an Additional  
Language (EAL)**

November 2022

## **English as an Additional Language (EAL) Policy**

All pupils need to feel safe, accepted and valued in order to learn and to become a valued member of the local and wider community. For pupils who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As a school, with a number of EAL pupils whose first languages comprise of Kurdish, Lithuanian, Spanish, Romanian, Romanian (Moldovan), Urdu, Hungarian and Tamil, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. Our ethos of 'Each and Everyone' ensures we are committed to supporting the teaching and learning of everyone regardless of their language.

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential. As with all the children at Britannia Bridge, this policy is also a way to support the EAL pupils' Spiritual, Moral, Social and Cultural (SMSC) development whilst promoting British Values.

### **Aims of Policy**

The intention of this policy is to raise awareness of the school's obligation to satisfy the needs of pupils who have English as an additional language (EAL) in order to raise pupil achievement and to enable the children to develop their self-knowledge, self-esteem and self-confidence. It also aims to support the planning, organisation, teaching and assessment procedures, including the use of resources and strategies, to meet those needs. The staff and Governors of Britannia Bridge will endeavour to meet the needs of EAL learners taking the following into account.

- ❖ At Britannia Bridge, EAL pupils can come from a variety of backgrounds. Currently most are from well-established families in the community but sometimes others are new to the language and culture of this country. Throughout school, we enable all children to gain an appreciation of and respect of their own culture and those of others.
- ❖ An EAL pupil may be an isolated learner and may be the only speaker of their language at our school or in their class. Britannia Bridge Primary School will be sensitive and responsive to this.
- ❖ Some of the EAL pupils may have attended school before and are literate in their home language on arrival whereas some may have had no previous formal education.
- ❖ We must be aware that some EAL pupils may have experienced trauma and this will have an impact on their learning.

## **Admissions Process**

During the EAL admissions process, Britannia Bridge will gather information about:

- ❖ The pupil's linguistic background and competence in other language/s.
- ❖ The pupil's previous educational experience.
- ❖ The pupil's family and biographical background.

The EAL child and his/her family will receive an 'Admission Pack', which will include the necessary information to allow them to settle quickly into Britannia Bridge and begin their learning. It is advised that the EAL child has a delayed start to their first week. This will allow the relevant staff to become organised between first meeting the child and them starting school. This will allow and help to support a smoother transition into school.

## **Roles and responsibilities of the EAL Co-ordinator**

Miss Lewis has been nominated as having overall responsibility for EAL. The Teachers and Teaching Assistant staff have received a 3 day training and advice course from the Local Authority EAL outreach teacher in relation to the admission of EAL pupils into school; how to meet the needs of EAL pupils and the role of Teaching Assistants in supporting the EAL pupils. Miss Lewis, with the support of the SLT and the Admin Team, will:

- ❖ Maintain a register of EAL children to ensure their needs are met;
- ❖ Monitor standards of teaching and learning of EAL pupils;
- ❖ Liaise with the class teachers to identify and support EAL pupils;
- ❖ Contribute to the School Improvement Plan in the area of responsibility to identify areas for development and arrange for improved provision;
- ❖ Be responsible for analysis of relevant school data for improvement purposes;
- ❖ Support the provision of more able EAL pupils;
- ❖ Consult with external agencies;
- ❖ Support the deployment of Teaching Assistants and monitor their effectiveness;
- ❖ Manage resource materials and equipment to ensure sufficiency and adequacy.

## **Key principles of additional language acquisition at Britannia Bridge are:**

- ❖ EAL pupils are entitled to the full National Curriculum and all staff have a responsibility for the teaching and supporting of the learning of English through the whole curriculum.

- ❖ Access to learning requires knowledge of words and meanings in each curriculum area. The meanings and understanding of concepts cannot be assumed but must be made explicit. Staff are encouraged to seek advice from the EAL support teacher, and the Local Authority EAL outreach teacher if necessary, to develop this area of teaching and learning.
- ❖ Language is fundamental to our identity, therefore, the home languages of all pupils are recognised and valued by the school community. EAL pupils are encouraged to maintain their home language and use it in the school environment wherever possible.
- ❖ Although many pupils quickly acquire the ability to communicate on a day to day basis in English, the level of language needed for academic study is much deeper and more detailed and may require continuing support for between 5-7 years.
- ❖ Language develops best when used in purposeful contexts across the curriculum.
- ❖ The language demands of learning tasks need to be identified and thought about when planning.
- ❖ Teaching and support play a crucial role in modelling the uses of language.
- ❖ The knowledge and skills developed in learning the first language and the acquisition of additional languages are vital. With this in mind, staff are aware of the issues of setting EAL pupils appropriately and where possible will group EAL pupils with rich-speaking children to act as support and peer teachers.
- ❖ A clear distinction should be made between EAL and Special Education Needs

### **Assessment**

- ❖ All EAL pupils, with little or no English language acquisition, are given a screening assessment by the Class Teacher/Local Authority EAL outreach teacher in order to help plan necessary intervention. This will inform the teaching and learning of the pupil within school.
- ❖ With support from the Local Authority EAL outreach teacher, assessment methods will be checked on a regular basis for cultural bias and action is taken to remove any that is identified.
- ❖ Consideration and sensitivity will be given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **Planning, Monitoring and Evaluation**

- ❖ Staff will regularly observe, assess and record information about the pupils' developing use of language and the NASSEA EAL Assessment Framework will be used to provide a recorded assessment of the pupils' strengths and weaknesses.

These assessments can then be used to support the teaching and learning of the pupils.

- ❖ When planning the curriculum, Britannia Bridge staff will take account of the linguistic, cultural and religious backgrounds of families.

### **Teaching Strategies**

- ❖ Classroom activities will have clear learning objectives and the appropriate use of materials and support will enable pupils to participate in lessons.
- ❖ Key language features of each curriculum area, e.g. key vocabulary, uses of language, and genre of text, will be identified on planning.
- ❖ Additional verbal support will be provided when necessary, e.g. repetition, modelling, peer support.
- ❖ Collaborative activities that involve purposeful talk will be used to support the language acquisition of the EAL pupil. Activities such as Keys to Communication, Elklan and WellComm, will encourage and support active participation.
- ❖ Where possible, learning progression will move from the concrete to the abstract.
- ❖ Discussion will be provided before, during and after reading and writing activities to support and further enhance the teaching and learning of the pupil.
- ❖ Scaffolding will be provided for language and learning acquisition, e.g. talking frames, writing frames.

### **The teaching and learning of EAL pupils in the Early Years Foundation Stage (EYFS)**

- ❖ The pupils will build on their experiences of languages at home and in the wider community, so that their developing uses of English and other languages support one another.
- ❖ The EYFS Team will provide a range of opportunities for the children to engage in speaking and listening activities in English with peers and adults.
- ❖ The EYFS Team will provide bilingual support to extend their vocabulary where possible.
- ❖ Where possible, the EYFS Team will provide a variety of writing in the children's home language as well as in English.

## **Special Educational Needs and Disabilities (SEND) and More Able Pupils**

- ❖ Most EAL pupils needing additional support do not have SEND.
- ❖ Should SEND be identified, EAL pupils have equal access to the school's SEND provision.
- ❖ If EAL pupils are identified as More Able they again have equal access to the school's provision.

## **Parental/Community Involvement**

Britannia Bridge will strive to encourage parental and community involvement by:

- ❖ Providing a welcoming induction process for newly arrived pupils and their families/carers.
- ❖ Enlisting the support of translators/interpreters via the Local Authority, to ensure good spoken and written communication if necessary.
- ❖ Identifying linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible.
- ❖ Recognising and encouraging the use of the first or home language.

Megan Lewis – November 2022

*C. Pidgeon-Duncalf*

**Carol Pidgeon-Duncalf**  
Headteacher  
Date 29/11/2022

*D. Harrison*

**Dorothy Harrison**  
Chair of Governors  
Date 29/11/2022

**H**appiness

**E**ncouragement

**A**spirations

**R**espect

**T**eam-work



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