EAL Policy

'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)**

At our school we develop the whole child, so they leave Oakhill Primary School with the skills to continue to thrive and achieve academically and personally and make a positive contribution to the community… whatever their starting points.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. We have high expectations of all our pupils, regardless of their English language proficiency, where effective differentiation or scaffolding enables all pupils to access learning at a level appropriate for their cognitive developmental needs.

At Oakhill pupils with EAL will be:

- Provided with a welcoming and supportive environment where they feel valued and confident to participate in all aspects of school life (EAL welcome pack given on entry with key essential information).
- Included in well planned and taught lessons with a variety of pedagogical approaches to support all learners.
- Exposed to an inclusive curriculum, where all learners have access to high quality modelling of English language speaking by the adults around them.
- Assessed regularly using the 'Bell Foundation' assessment descriptors, with individual targets generated from these assessments.

Where necessary, on entry to the school, pupils will be given a welcome pack with key essential information to help with their transition into school.

Teaching and Learning

Teachers use a variety of strategies to support EAL learners to access the curriculum. These include:

- The use of visuals and opportunities for oral rehearsal to support understanding and language development.
- A focus on the explicit teaching of vocabulary
- Use of peer support from 'same language buddies'
- Providing effective feedback, including remodelling of spoken English.
- Pre and post teaching of key skills and vocabulary for pupils that require additional support.

If necessary, the use of specific language interventions, for pupils that are not making the expected progress in English language development and have been assessed as requiring additional support (e.g. identified SEND including speech and language difficulties). These include Talk Boost and Speech and Language Link. Access to Flash Academy is also available to some pupils.

Classroom organisation supports independent learning by ensuring learning resources are clearly labelled, with images, and are easily accessible for all pupils.

Assessment and Record Keeping

Pupils who have English as an additional language (EAL) are assessed in the following areas within their first weeks at Oakhill:

- Phonics awareness (English)
- Basic numeracy skills
- Fine motor skills
- Non-verbal ability (using a pictorial reasoning assessment)

In addition to the standard assessments used within school (please refer to the Assessment Policy), pupils with EAL are also assessed termly using the 'Bell Foundation' EAL Assessment descriptors. These provide individual targets for pupils, identifying the correct progressive next step in language learning.

Stage	Expectation
A: New to English Pupils B: Early Acquisition	Teaching and support is on effective communication and 'meaning making'. Fluency and building confidence is more important than accuracy during these stages.
C: Developing Competence	Pupils will typically be confident in communicating in English, starting to develop more control of functional language. Spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.
D: Competent Pupils E: Fluent Pupils	Teaching and support promotes more sophisticated uses of language, exploring genre and register, and varying style and format to adapt to different requirements and contexts.

Staff Responsibilities

The *EAL lead* is responsible for:

- Monitoring the progress and attainment of pupils with English as an additional language.
- Reviewing and adapting the initial assessment and induction procedure to ensure it meets the needs of pupils and provides effective information to teachers to inform planning.
- Supporting teaching and support staff by organising and/or delivering staff CPD.
- Attending EAL Network Meetings to remain up-to-date and informed about best practice, disseminating this information to senior leaders and teaching staff as appropriate.

Teachers are responsible for:

- The attainment and progress of pupils with EAL in their class.
- Adapting the curriculum and providing resources to enable children with EAL to access learning.
- Raising concerns over pupil progress with the SENDCo and EAL Coordinator.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPT 2025 (MOST RECENT REVISION SEPT 2024)