



Corpus Christi Catholic Primary School

English as an Additional Language Policy

This policy was reviewed in October 2024

Introduction

At Corpus Christi we believe that all pupils need to feel safe, accepted and valued in order to develop and learn effectively, and become successful members of society. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background and celebrating their many skills in order to help them achieve to the highest possible standard

We are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to our school community. We believe that our EAL pupils are entitled to opportunities for educational success that are equal to those of our English-speaking pupils. Our pupils with EAL are entitled to a full curriculum programme and their class teachers have a responsibility for teaching English as well as other subject content. There is a collective responsibility, held by all staff, to identify and remove barriers to learning and support the language development of all our EAL learners.

There are many languages spoken in the family homes of our children including Yoruba, Polish, , Portuguese, Italian, Spanish, Tamil, Amharic, Urdu, Edo. The bilingualism of our pupils at Corpus Christi enriches our school and community. All languages, accents and cultures are equally valued. On entry to our school information is gathered about; linguistic background and competence in other languages, previous educational experience, family and biographical background. We use the term EAL when referring to pupils where the mother language at home is not English. We aim to meet the full range of their needs in line with the requirements of the Race Relations Act 1976, the Race Relations Act Amendments 2001 and the Equality Act 2010.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Corpus Christi
- To provide our EAL pupils with a safe, nurturing environment which celebrates diversity, where they are accepted and encouraged to participate
- To help EAL pupils become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To ensure access to the full National Curriculum through high quality first teaching
- To maintain pupils' self esteem and confidence by acknowledging and giving status to skills in their home language, acknowledging individual strengths and celebrating cultural identities
- To assess the skills and needs of pupils with EAL and monitor learning to inform teaching and ensure appropriate provision is made, proactively removing barriers to fulfilling potential

- To ensure EAL pupils are not inappropriately labelled or grouped as SEN or low ability
- To encourage and enable parental support and ensure language is not a barrier to effective partnerships
- To create partnerships beyond the school to improve provision and support for our EAL pupils
- To monitor EAL pupils' progress systematically and use the data in decisions about classroom management and curriculum planning

Teaching and Learning

Staff help our EAL pupils in the following ways:

- By ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- By recognising the pupil's mother tongue and remembering he/she has the potential to become a bilingual adult
- By identifying pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- By recognising that EAL pupils will need more time to process instructions, questions and answers
- By ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- By explaining how speaking and writing in English are structured for different purposes across a range of subjects
- By ensuring that there are effective opportunities for talking and that talking is used to support writing
- By giving newly arrived EAL children time to absorb English, ensuring that they are grouped to hear good models of English
- By making use of collaborative activities that involve purposeful talk and active participation
- By ensuring use of Bilingual resources, dictionaries, key word lists, visual aids, other bilingual pupils, a range of texts, key word lists, demonstration, gesture, role play, ICT and audio-visual materials to support learning
- By using translating software or if necessary interpreters to ensure good parental and family links are maintained
- By ensuring EAL pupils access support from EMTAS staff and TA's if necessary to enable them to complete tasks with understanding

Assessment

At Corpus Christi consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. Staff regularly observe and assess pupil's developing use of language. They are assessed by their class teachers using The Bells

Framework initially or The NEASA framework in EYFS, to identify their current competence in English. Once assessment has taken place the information is used to inform planning of future curriculum content. Individual support plans, with specific targets for each child are put in place and are regularly reviewed. This assessment is repeated and updated on a termly basis and targets set accordingly.

Further assessment is based on EYFS and the National Curriculum for KS1 and KS2. Interventions, where needed, are set and evaluated termly. Statutory assessment arrangements allow us to make special arrangements for our EAL pupils.

Roles and Responsibilities

The Head Teacher, Inclusion Leader and Link Governor ensure that:

- All involved in teaching EAL pupils liaise regularly
- Parents and all staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff in school
- Training in planning, teaching and assessment of EAL pupils is available to all staff
- Targets for pupils learning EAL are set and met within the classroom
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- Guidance and support to set targets and plan appropriate work is available
- Progress is monitored so that any learning difficulties that may be masked by EAL are identified