

St. Mary's CE Primary School

English as an Additional Language (EAL) Policy

All the activities in St Mary's School are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family.

St Mary's School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

At St. Mary's, we are committed to ensuring that all pupils, regardless of their first language, have access to a broad, balanced, and inclusive curriculum. We celebrate linguistic diversity and support all pupils learning English as an Additional Language (EAL) so that they can thrive academically, socially, and emotionally.

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English

EAL pupils will need varying levels of provision.

Intent

- To support EAL pupils in developing their English language proficiency across the curriculum.
- To ensure EAL pupils are fully included in all aspects of school life.
- To value and respect the linguistic and cultural backgrounds of all pupils.
- To provide targeted and appropriate support based on individual language needs.
- To ensure that staff are equipped to support the language development of EAL pupils.

Implementation

Our school seeks to ensure that all pupils have access to a broad, balanced and relevant curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school structure, pastoral care and overall ethos aim to help EAL pupils integrate into the school

whilst valuing diversity. Children that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

Teaching and Learning

Staff can help pupils learning English as an additional language in a variety of ways including:

- Arranging classrooms so they are socially and culturally inclusive
- Recognising a pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual
- Acknowledging the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- Recognising that support may be necessary beyond the time a pupil appears orally fluent
- Planning differentiated work for EAL pupils if necessary.
- Setting appropriate expectations and encouraging pupils to contribute
- Monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Using visuals, modelling, and giving clear instructions
- Explicitly teaching and reinforcing Key vocabulary
- Encouraging collaborative learning strategies
- Valuing home languages
- Providing in-class support (scaffolding, visual aids, peer support).
- Enabling small group or 1:1 interventions focused on vocabulary, grammar, or comprehension
- Using bilingual resources or translators where necessary
- Differentiating planning and questioning.
- Supporting pupils to develop oracy, reading, and writing skills.
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Assessment

Where possible, pupil needs should be identified during the admissions process:

- The school office will report/collect information about pupil's additional language needs; this will be passed to the class teacher and EAL co-ordinator.
- A meeting with the pupil's teachers and the parent/carer begins the process of ongoing evaluation to meet the individual needs.
- Following the above, lessons will be planned appropriately.
- Class teachers will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the SENCo at the end of each term.
- New pupils with EAL are assessed using an initial language assessment, e.g., the Bell Foundation or NASSEA framework.

- Ongoing formative assessment is used to monitor progress in English language acquisition.
- EAL learners are not considered to have Special Educational Needs solely because they have EAL, though some may have both EAL and SEND.

Parental and Community Engagement

We aim to build strong relationships with EAL families by:

- Providing translated materials where possible
- Using interpreters in meetings when necessary
- Hosting community and multicultural events
- Encouraging parental involvement in school life

Role of the EAL Co-ordinator

- Maintain an up-to-date EAL register.
- Assess new arrivals and track progress.
- Provide training and advice to staff.
- Liaise with parents, carers, and external agencies.

Staff Development

We are committed to ongoing staff training in:

- EAL strategies and best practices.
- Cultural awareness and inclusive teaching.
- Use of assessment tools for EAL learners.

September 2025

This policy will be reviewed annually or sooner if required due to changes in legislation or school practice