



# **English as an Additional Language Policy For Laurus Trust Primary Schools**

**Written by: Lisa Woolley**

**Policy Date: June 2019**

**Review Date: June 2020**

**The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.**

## **What is EAL?**

English as an Additional Language (EAL) is the study of English by pupils who already speak at least one other language or who come from a home in which a language other than English is used.

We are proactive in removing barriers that stand in the way of our EAL pupils' learning and success. We do this by ensuring they have equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential. We promote the principles of fairness and justice for all through the education that we provide in our school.

Since September 2016, schools have been required to assess each EAL pupil's "proficiency level" using a five-point scale (see box below). After the formal assessments have been completed, any child with EAL who enters a Laurus Trust Primary School will be assessed on this five-point scale and given a proficiency level which will be held on our Management Information System (SIMS).

## **EAL Proficiency Stages**

### **A - New to English**

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

### **B - Early acquisition**

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

### **C - Developing competence**

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

### **D - Competent**

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

### **E - Fluent**

Can operate across the curriculum to the level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without support across the curriculum.

### **N - Not yet assessed**

## **ROLES AND RESPONSIBILITIES**

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening by:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

### **Teachers are responsible for:**

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy, speaking and listening and writing.
- Assessing and tracking progress in writing and speaking and listening.

### **Parents/Carers are responsible for:**

- Liaising with and supporting staff in all aspects of this policy.

## Equality Impact Statement

Names and titles of people involved with this assessment	<b>Emma Warrington – Trust SENDCO</b>
Impact assessment carried out with regard to identified characteristics	Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religion & belief <input checked="" type="checkbox"/> Sexual orientation <input checked="" type="checkbox"/>
Summary of any issues/proposed changes	N/a
Date	13.5.19
Date of next review	June 2020