

# Pirbright Village Primary School



## English as an Additional Language (EAL) Policy

### Contents

1. Aim
2. Procedure for Admission
3. Parents
4. Classroom Support

Reviewed	Biennially
Next Review Date	Summer 2027

### **1. AIMS**

- To ensure that our school is seen, and accepted, as a fully inclusive school where all pupils, irrespective of race or culture, are accepted and respected.
- To ensure that all EAL pupils are given the necessary support needed to become confident in spoken and written English.
- To ensure that the acquisition of English is not at the expense of the mother tongue with regard to all EAL children.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

### **2. PROCEDURE ON ADMISSION**

The procedures, in many ways, are no different to the system we use for admitting any pupil but we also ensure that we make the parent aware of the extra support we are prepared to give the child:

- Meeting with parents
- Class teacher and LSA support
- Classroom and school buddy
- Dual language texts where appropriate
- REMA service support if required and necessary
- Withdrawal for extra one to one support if necessary and appropriate
- Opportunity to talk and write in mother tongue
- Acceptance of dress code and cultural differences e.g. legs to be covered during all PE lessons
- Meeting with the caterer to ensure that child is not given food items that they are not supposed to have
- Logging as EAL on SIMS
- Contact with previous school if UK based
- Assessment using The Bell Foundation Assessment Framework to ensure we understand the level of competency of the child
- Translator services employed for statutory assessments if required
- Support from PEDALS where needed for the child and family
- Enrolment to The Learning Village, if appropriate, and resource shared with parents.

### **3. PARENTS**

When a child with EAL first starts at Pirbright, we aim to have a meeting with their family early on so we can get a better idea of how to cater for the child. If the parents don't speak English and we can't find an interpreter we will send them a simple letter inviting them to the meeting. At the bottom we will suggest bringing an English speaker with them.

We request from the parent as much information as we can about the ethnic origin and mother tongue. We encourage the parents to continue to speak both in the mother tongue and in English when at home with the child. We set out the curriculum of the school and ensure that the parent is made aware of our RE syllabus, any Relationship & Sex Education to be taught and the content of our daily assemblies. We give the parent the opportunity to withdraw their child from these activities and inform them of the alternative arrangements that we are able to provide.

Parents are reminded that information sharing is a two-way process and that we wish to involve them in all aspects of school life. We ask the parent to provide any examples of their language or culture for classroom or general school use. This could involve making labels for the classroom or areas around the school.

Parents will be given additional time with the class teacher once they have been able to assess the child to ensure each person around the child understands their current attainment and how they can best PVPS English as an Additional Language Policy Updated Summer 2025

make progress. If required, the SENCo may become involved at this point with an additional support plan to provide targets for the child to realise their full potential. This may be on a short-term basis initially with the aim of the child accessing learning alongside their peers.

#### **4. CLASSROOM SUPPORT**

All children are expected to be fully included in the curriculum. To ensure that EAL pupils feel part of the class and are participating in all areas of the curriculum, it may be necessary to utilise many of the following strategies:

- place an emphasis on collaborative and pair activities where talk is central to the learning
- group the child according to cognitive rather than linguistic ability
- provide labels in mother tongue around the classroom and school
- have dual language materials in the classroom
- have high expectations of EAL learners
- use illustrations, artefacts, relics and demonstrations to convey concepts
- use story maps, sequencing sheets, cloze procedure, writing frames etc. to support learning
- provide sufficient adult/child interaction for the modelling of English
- provide opportunities for the child to write in mother tongue
- provide child with a list of key words for lesson
- use as much technology (i.e. translators and iPads) as necessary to ensure children are able to access their learning
- access to The Learning Village either with a private account (for children very new to English who are able to navigate the system) or the resources directed by class teachers
- use of WIDGET to provide translation materials when needed.

#### **CURRICULUM & ENVIRONMENT**

We will create activities that reflect the different backgrounds and cultures of the children at Pirbright and in Britain linked to our school values and British Values. We will endeavour to create activities that will stimulate children with EAL to communicate and talk. Pirbright is the key place that they will hear and use English so it is important we talk to them and integrate them into our school community as quickly as possible. Individual year groups will also encourage specific celebrations relevant to their cohort. For example, Chinese New Year, Diwali. We understand the need to both teach the child English, whilst also inducting them into the school's curriculum and that this is a fine balance to ensure all learning is maximised, depending on the child's skills.

#### **MONITORING PROGRESS**

As with all other pupils, all EAL learners will be assessed within curriculum areas to provide information on next steps in learning and progression. We are aware of some of the limitations of assessing children with EAL and will follow the principals laid out by the British Council:

- Assessments need to be sensitive to the age, language and culture of the EAL learner. For example, some assessments may be based around experiences which are culturally unfamiliar.
- Any criteria and tools used in assessment should be accessible to all. Teachers need to consider how accessible assessment criteria and tools are in relation to their EAL learners.
- Limited ability in English language may mask abilities in other areas.
- Assessment is a continuous process and needs to be embedded in normal classroom practice.
- Assessment should provide opportunities for learners to reflect on their own learning.
- Assessment is about identifying what learners can do in order to determine next steps in learning.
- Additional background information is required for EAL learners in order to contextualise assessment data and provide reliable information.
- We use The Bell Assessment Tool as a specific means to assess English as an Additional Language.