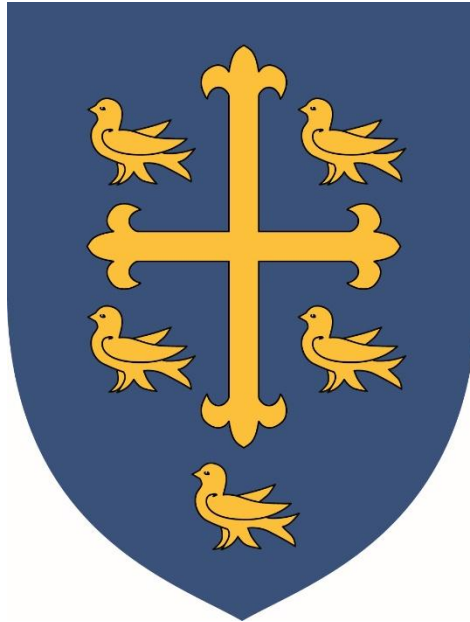


# St. Edward's Catholic Primary School



## English as an Additional Language 2025/26

*'Jesus is at the heart of all that we do'*

***At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.***

Policy agreed/Signed by: \_\_\_\_\_  
(Mr K Connolly – Chair of Governors)

Date: \_\_\_\_\_

Agreed on: September 2025

Review date: September 2026

## **English as an Additional Language Policy**

**“In truth I tell you, in so far as you did this to one of the least of these brothers (or sisters) of mine, you did it to me.”**

Matthew 25:40

This policy has been developed within the spirit and context of our Mission Statement. ‘Jesus is at the heart of all that we do’ and embraces the principles of catholic social teaching, prioritising the dignity of the human person and solidarity, recognising our sense of unity and mutual responsibility within our school community. We value every member of our school community and work hard to ensure that all are valued, respected and feel safe. All our children and families are important - our school is enriched by the diversity of ethnicity, culture and faith of its learners. As a whole school, we strive to ensure equality of access to the curriculum for all learners, including those for whom English is an additional language.

### **Our Aims and Commitment**

We aim to equip every child with the language skills they need to learn and thrive throughout their lives, placing oracy and language development and understanding as a central focus for our teaching and learning. At St Edward’s Catholic Primary School, we believe that all students have a right of access to a broad and balanced curriculum regardless of English language proficiency. We recognise and respect that a pupil’s home language is integral to their identity and children with English as an additional language (EAL) are valued for the rich language skills they have. We welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to our school. We provide well informed and targeted support, to prevent children with EAL falling behind their peers. Children with EAL are supported on their journey to becoming confident, fluent speakers, readers and writers of English. We encourage children to use and share their home languages as part of the curriculum and we ensure that our families know we value the importance of maintaining their home language so that the child does not lose key links with culture and tradition.

### **Definition**

The Department for Education (DfE) records a pupil as using EAL if ‘they are exposed to a language at home that is known or believed to be other than English.’ This means that if a pupil is identified as using EAL when they start school at 3-5 years old, they will continue be recorded as an EAL user throughout their education and their life. The definition makes no assumptions about whether the child has any English language proficiency.

### **Multilingualism**

We recognise that being multilingual is a great skill to be valued and viewed positively. The Bell Foundation note that, “there are many research findings about the benefits of being bilingual linked to creativity (Marian & Shook, 2012), the delay of brain ageing (Bialystok et al, 2004) amongst others.” We understand that maintaining and developing skills in the learner’s first language will aid the acquisition of English because the other languages they know provides a means for learners new to English to develop new concepts.

### **Support on Arrival**

To help ensure that we can identify all our English as an Additional Learners, when a school place is offered, we will ask parents about their child’s home language skills and share the DfE definition of

EAL. We recognise that there are a wide spectrum of experiences and proficiency within this group. Children with EAL may speak both their home language and English fluently, understand their home language and respond only in English at home or have difficulty with their home language and English due to a Speech and Language difficulty. Understanding a pupil's language skills at home gives us vital information to plan how best to support them in school. If a child has attended another setting before joining St Edward's we will request information on their language acquisition and any other additional needs they may have.

Pupils who are new to English will need support to settle into school life. Our 'Welcome Champions' have been trained using 'The Young Interpreter Scheme' and have developed skills needed to help our new arrivals feel welcome and settled in the school environment. In addition, we support pupils in a range of ways including introducing them to other pupils who share their home language, using visual timetables, scaffolds in lessons using Widget symbols and use of translation apps such as Google translate. They have a buddy for playtimes, sitting near the front in class and also ensuring all staff are aware of their needs.

## **Assessment and Monitoring**

### **Initial Language Assessment and On-going Monitoring**

A language assessment is undertaken for a pupil with EAL within the first two weeks (September reception intake, this is within the first half term) of joining the school. This is carried out using the guidance of the Bell Foundation Assessment Tracker. This is not a test but rather a tracking tool that aims to pinpoint proficiency in the four key elements of listening, speaking, reading and writing. Teachers and our EAL support staff spend time talking, observing, scaffolding learning and completing short assessments to gain an understanding of the language skills of the pupil before coming to a judgement. An intervention and assessment timetable is then drawn up to match the needs of pupil. See Appendix 1.

As well as the use of the Bell Foundation Tracker specifically focused on EAL, progress is monitored and assessed using both formative and summative assessments in line with the school assessment policy and whole school procedures. This ensures that EAL pupils are set appropriate targets. These targets are in addition to the targets set for other areas of the curriculum such as phonics or maths.

Further information can be found at <https://www.bell-foundation.org.uk/>

The Assessment Tracker follows the most recent research into language acquisition and makes clear the steps a learner needs to reach fluency.

The 5 stages of language acquisition are

- A New to English
- B Early Acquisition
- C Developing Competency
- D Competent
- E Fluent

## **Teaching and Learning**

Staff support pupils learning English as an additional language in a variety of ways:

- By giving newly arrived EAL children time to absorb English, ensuring that they are grouped to hear good models of English.
- Creating an inclusive environment, having displays which promote linguistic and cultural diversity
- Visual timetables in classrooms, which are referred to frequently to help pupils navigate the school day

- Providing classroom rich in oral experiences; retelling stories and events, partner talk, group discussion, new language introduced alongside visuals, speaking clearly to pupils modelling correct spoken language.
- By planning differentiated and scaffolded work for EAL pupils when necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers (this may be rehearsed before sharing with the whole class).
- By using Knowledge Organisers that include images, vocabulary and examples to make clear key learning across the curriculum.
- Using Widgets (<https://widgitonline.com/en/home>) and simple black and white icons used to illustrate vocabulary (<https://thenounproject.com/>).
- Recognising that EAL pupils may need more time to process information, instructions, questions and answers.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Creating an ethos of asking for clarification of language when needed.
- Use of bilingual resources, dictionary and thesaurus to check word meanings and synonyms, word lists, visual aids, real objects or gestures.
- Include texts, role models and examples from a range of countries and cultures to ensure all pupils see themselves represented and learn to value and respect other cultures
- Direct teaching and explanations of Tier 2 vocabulary and pre-teaching of subject specific vocabulary.
- Focus on grammatical structures in sentences, with additional reinforcement through sentence accuracy or the use of colourful semantics.

### **Inclusion in Arts and Sport**

We recognise that certain subjects and curriculums provide a level playing field for EAL pupils, a chance to excel and offer opportunities for pupils with EAL to express themselves without relying on what may be a limited vocabulary.

Engaging in sports can foster a sense of belonging and inclusion within the school community and provide context for language development, offering opportunities for both receptive (listening) and productive (speaking) language use.

Art can be a powerful tool for providing a creative outlet for expression, building confidence and self esteem as they successfully complete and share work.

The sport and the arts offer all pupils a chance to discover talents and interests and we will endeavour to ensure that any focused interventions take place outside of these lessons.

### **EAL and SEND**

Having English as an additional language is not the same as having a special educational need (SEND). A pupil may have both or just one of these. A pupil with EAL can be supported to access the curriculum with an expectation that they will make good progress. Teachers will be mindful of a pupil's skills in a range of areas including nonverbal ones e.g. fine and gross motor skills, self-regulation or social skills. At times it will be necessary for liaison between the SENDCo, parents and class teacher to gain a more rounded picture of a pupil's skills and needs. An assumption cannot be made that EAL is the only barrier facing a pupil if their progress is slower than that of other EAL peers or other concerns arise.

### **Parents and Carers**

We will endeavour to assist parents with EAL in navigating school life. Office staff liaise with parents in the first instance to ensure they understand admissions and induction procedures. Day to day, class teachers will offer support as needed. For example, they give reminders of equipment needed or key dates. Letters home are written in plain English to give all parents the best chance of

understanding their contents. Key dates and information are highlighted. The school website has a translation facility, whereby the home language can be selected.

### Legal Framework

St Edward’s Catholic Primary School takes its legal obligation to avoid unlawfully discriminating against any pupil very seriously. This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018 • DfE (2014) ‘The Equality Act and schools’
- DfE (2018) ‘Promoting the education of looked after children and previously looked after children’
- DfE (2018) ‘Equality Act 2010: advice for schools’
- DfE (2018) ‘Mental health and wellbeing provision in schools’

### Links to other Policies

All staff have a responsibility to support children with EAL to communicate their needs and feelings to ensure they can disclose any concerns they have. This includes safeguarding and anti-bullying. Safeguarding and promoting the welfare of pupils is embedded into the culture of the school and its everyday practice and procedures.

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- SEND policy
- Admissions Policy
- Assessment Policy

### Appendix 1 and 2 assessment and gaining info

To be completed

**First two weeks....**

Resource 14

**In-class assessment of recently arrived pupils with EAL**

Below are prompts to support the in-class assessment of areas of development.

Attitude/ general indicators of ability	Score out of 10	Evidence
Motivation		
Concentration/ attentiveness		
Observation of peers/ ability to pick up routines		
Memory		
Use of bilingual dictionary/ Use of independent learning strategies/ asking questions/ asking for help/ applying previous learning		
Mathematical ability		
Strengths/ interests/ talents	n/a	
Social and emotional Relationships with peers		
Confidence/ well-being/ situations in which the child speaks (with an individual, in small groups, in the whole class, etc)		
<b>Use of first language</b> Does the child like to use their first language in school?	Y or N	
<b>General comments</b> e.g. ability to access the curriculum		

Before arrival...

Initial Pupil Profile			
Pupil detail		Gender:	
Pupil's name		Female	
Surname		Religion	
Name used by pupil		Ethnicity	
Date of birth		Date of initial meeting	
Year group		Start date	
Background			
Country of birth/origin			
Date of arrival in the UK			
Reason for arrival in the UK			
Length of stay in the UK			
Date of last school attended			
Previous educational history			
Education outside the UK			
Subjects studied			
Education within the UK			
Favourite subject			
Knowledge and use of ICT/Internet			
Family details			
Name	Language spoken	Language(s) read and written	Profession/place of work/business/Trade
Parent/carer			
Skills with ages			
Immediate family in country of origin			
Language background			
Language spoken			
Language written			
Currently speaking or maintaining			
Name of community school			

Interests and hobbies	
Activities in school	
Activities outside school	
Notes	
Profile completed by: _____	Date: _____

Shared with all staff.

When should we assess?

9

A specific language proficiency assessment for baselining

Observing

Worksheets or workbooks

**Week 2**

Formal assessment during this week. Phonics screening if required. Update staff as to child's level and plan interventions accordingly. Ensure staff are aware of what it looks like for a child to be at specific band.

**Week 1**

Student induction? What might this look like? Complete pupil profile, time to get to know student. Time is important for a *gentle transition*. NOT good to formally assess first few days or first week. Do they have induction before main classes? Basic needs cards, visual timetables etc.

A test that can be used efficiently to monitor progress

Avoid tests such as CAT tests and reading age tests

Informal conversations

