Education

EAL

Policy

FIVE RIVERS CHILD CARE LTD

'Five Rivers is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1.Introduction

All pupils need to feel safe, recognised, understood, valued and accepted so that they can learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Five Rivers, we are aware that bilingualism is a strength, and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

2. Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

3. Definition

An EAL student is one who speaks a language other than English at home and is in the process of learning English. This includes students who are new to English, developing proficiency, or fluent in conversational English but still acquiring academic languages.

4. Context

EAL pupils come from a variety of backgrounds. Some are from well-established local communities such as Pakistani and Somalian, while others are new to the language and culture of this country.
Some EAL pupils are isolated learners and may be the only speaker of the language in the school. Many pupils have attended school and are literate in their home language on arrival, whereas some may have had no previous formal education.
Some of our pupils may have experienced trauma and this will have an impact on their learning. There are more than one hundred different languages spoken in Redbridge.
In our school we are likely to have pupils who are learning English as an additional language
EAL pupils will need varying levels of provision.

5. Key Principles of additional language acquisition

EAL pupils should receive the full National Curriculum programmes of study and all their teachers and school leaders have the responsibility for teaching and providing access to English as well as other subject contents.
To access the learning required to be successful in school, attention must be given to words, meanings and context which is embodied in each of the curriculum area. Hence meanings must be explicitly taught as language is essential in the formation of the children's identity.
The children will require the ability to communicate on a day-to-day basis in English also the level of language needed for effective learning is deeper and more detailed, therefore the children will require continuing support with school curriculum.
Effective language development needs purposeful contexts across the curriculum.
Teachers must plan to need the language demands of each learning tasks.
It is essential that teachers and teaching assistants, model good use of language in the school.
The development of an additional language can be supported by the skills used to acquire the first language.

6. School Ethos

Our schools seek to ensure that all pupils are enabled to have access to a broad, balanced, and relevant curriculum. EAL pupils learn English better through the curriculum and alongside their peers. Therefore, we will encourage them to play a full part in all learning opportunities.

The school structure and overall ethos aim to help EAL pupils integrate into the school whilst valuing the diversity they bring. We create classrooms are language rich and culturally inclusive. Pupils' home languages are recognised and integrated where possible, so that they know we value their 'mother tongue'. Visual aids are used around the school and as much as possible the equipment in the school is labelled.

7. Assessment

All EAL pupils will be assessed during the admission process.
Staff will assess and monitor pupils, give support and guidance as needed
Pupils will be given targets to work towards following the assessment.
Staff will meet regularly to discuss pupil progress, needs and targets.
Progress in the acquisition of English is assessed and monitored daily.
Care and sensitivity are given to the appropriateness of testing EAL pupils at the earlier +stages of English acquisition.
Following the above, lessons will be planned appropriately.

8. Monitoring and Evaluation

Targets for EAL pupils are appropriate, challenging and reviewed weekly.
Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
Staff regularly observe, assess and record information about pupils' developing use of language. When planning the curriculum, staff take account of the linguistic, cultural, and religious backgrounds of families.

9. Teaching Strategies

• Provide pre and post listening activities such as listening frames
• Use information gap and other collaborative activities
• Allow students to do some assessment orally
• Ask students to rehearse answer

Learning from text
• Reading for meaning – inference and deduction
• Understanding how subject specific texts are organised
• Developing research and study skills
• Make the purpose of reading explicit
• Read aloud to pupils
• Teach pupils how to find their way around text books and use index, contents, etc.
• Show pupils how to write questions before starting research
• Help pupils decide whether to scan or skim read or close read

- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

Learning through writing
- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level
- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

Visual Support
- Use images, diagrams, charts, and realia to make meaning clear.
- Label classroom objects and use visual timetables.

Language Scaffolding
- Model correct language structures.
- Use sentence starters and frames (e.g., "I think that… because…").
- Break tasks into smaller, manageable steps.

Pre-Teaching Vocabulary
- Introduce key vocabulary before a lesson.
- Use word maps, flashcards, and bilingual dictionaries.

Collaborative Learning
- Pair EAL students with supportive peers (buddy system).
- Use group work to encourage communication and peer modelling.

Activate Prior Knowledge
- Connect new learning to students' existing knowledge and experiences.
- Encourage students to share ideas in their first language before translating into English.

Differentiated Instruction
- Adapt tasks to match language proficiency levels.
- Provide alternative ways to demonstrate understanding (e.g., drawing, acting).

Use of Technology
- Language learning apps (e.g., Duolingo, Quizlet).
- Subtitled videos and interactive whiteboards.

Focus on Academic Language
- Teach subject-specific vocabulary and language structures.
- Highlight differences between conversational and academic English.

Repetition and Reinforcement
- Revisit key concepts and vocabulary regularly.
- Use games and activities to reinforce learning in a fun way.

Culturally Responsive Teaching
- Include texts and examples from diverse cultures.
- Encourage students to share their cultural backgrounds and languages.

10. Resources

Where needed, our school will provide appropriate materials such as dual language textbooks, dictionaries, and key word lists. Videos, maps, ICT and story props also give crucial support and contextualise learning. If needed story sack will be provided to help with the visualisation of characters.