	Name of School	Suttons Primary School
	Policy review Date	1st September 2024
	Date of next Review	1st September 2027
	Who reviewed this policy?	Jack Barlow
	Date approved by Governing body	4th December 2024
	Inclusion Governor	Fay Morris
	Headteacher	David Unwin-Bailey
	Chair of Governors	Vanessa Lines

English as an Additional Language Policy

Intent

At Suttons Primary School we aim to provide an inclusive learning environment that offers opportunity for all through a broad and balanced curriculum. We encourage our pupils to take ownership of their own unique learning journey, becoming independent thinkers and learners. Our curriculum is aimed at surpassing the classroom, reaching out into the wider community and is underpinned by our core values:

LEARNING RESPECT RESILIENCE SAFETY NURTURING

"We will be your favourite story."

We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices. All children, irrespective of ethnicity, culture or religion, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development. Through a child centred approach, we aim to ensure that education is accessible and relevant to all learners, to respect each other and to celebrate diversity and difference.

<u>All pupils are provided with effective learning opportunities based on the principles of:</u>

- setting appropriate learning targets and challenges;
- overcoming potential barriers to the learning and assessment of pupils;
- responding to pupils' diverse and individual learning needs.

The term English as an Additional Language (EAL) will be used to refer to pupils who speak English as a second or third language. The term bilingual will not be used here: this indicates that a person uses two languages on a regular basis but does not specify the fluency with which they are used or whether or not one language is dominant over the other.

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Implementation and Impact

- The school's EAL lead liaises with leadership, class teachers and the HES EAL team advisers and/or any other relevant agencies to maintain a regularly updated register of pupils with EAL. This empowers all professionals within the school community to plan and implement appropriate provision that monitors, assesses and challenges the attainment and progress of its pupils to participate fully in our broad and balanced curriculum.
- Teachers embed within their classroom an environment in which pupils feel welcome and confident through the use of engaging activities and displays that reflect pupil diversity and support language development.
- Within the context of the curriculum, learners with EAL are encouraged to notice the language used and how it is used. Then, through robust assessment of the language and learning demands of curriculum content in terms of key concepts, vocabulary and structure, teaching staff provide subsequent support through use of visual materials, support materials and writing scaffolds, making the English language explicit within the classroom alongside the provision of rich context. Additionally, where appropriate, use pupils' first language to support learning, possibly through the provision of dual-language resources, by activating prior knowledge, encouraging further conceptual development.
- Class teachers provide enhanced opportunities for speaking and listening through small-group collaborative tasks, giving pupils opportunities to absorb receptive language before being required to produce language.
- We develop independence of our EAL learners by fostering and developing their organisational, thinking and social skills (for instance, working cooperatively with others, taking turns and asking for help). We provide a new arrival learner with a buddy speaking the same language, who can also help support the child with making friends, and adjusting to what could be a very different education system with different rules and social norms.

EYFS

In EYFS, 'Box Clever' is being used to provide our pupils with play experiences at the same time as language stimulation. It involves:

- Play that is fun
- Daily repetition
- Adults talking at the right level for the child's understanding
- Opportunities for play with peers.

The idea of Box Clever is having a box full of topic related toys and a small group of children with an adult. During the session, pupils are encouraged to play with the toys and comment on what they are doing supported with adult modelling.

Assessment and monitoring

As part of our assessment and progress monitoring we use Flash Academy. This is an online platform that can be used to easily conduct regular assessments and manage your data efficiently.Flash Academy also supports children in developing key skills with interactive lessons designed to support the whole curriculum and teachers with the skills and resources needed to successfully support their language learners within the demands of the curriculum and a multilingual world.

For those EAL children working within the age-related expectations, they will be assessed as part of the main termly assessment cycle. For those not achieving the expected standard, they will be given an additional assessment (Flash Academy baseline) in order to identify the progress they have made on their own individual learning journey.
EAL lead will present this information to the headteacher and share with staff accordingly.

Admission & induction procedures for pupils with EAL

