

Chuter Ede Primary School



~ EAL Policy ~

Autumn 2024

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

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Ratified by	The Governing Body
Date for Review	Autumn 2025



Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Statement of Intent

At Chuter Ede Primary School, all children follow a broad and balanced curriculum that includes the eleven National Curriculum subjects and religious education. At our school, we aim to:

- Promote equality of opportunity for all learners for whom English is an additional language.
- Deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- Ensure EAL pupils reach their full potential.

Planning and teaching

Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities

Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.

Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).

Group children to ensure that EAL pupils hear good models of English, as well as promoting academic achievement by grouping EAL pupils according to cognitive level rather than English language level.

Use collaborative learning techniques.

Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms

Organise teaching activities at the teacher's discretion.

Teachers will make provision for varying learning styles to be utilised, dependent upon the needs of individual pupils. These include auditory, visual and kinaesthetic styles.

Promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.

Ensure that language and literacy are taught within the context of all subjects.

Ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.

Actively liaise with parents to help them to support their children's learning.

Children will be given appropriate support and resources.



Display key languages spoken around the school.

Assessment and recording

School registration forms identify pupils where English is an additional language.

EAL children will be tracked using the whole school assessment system.

Tracking grids and reports are completed during the year to monitor progress.

Class teachers will discuss progress with the Senior Leadership Team.

The subject leader

The school's appointed subject leader will oversee the continuity of EAL across the school.

They, together with curriculum subject leaders, will monitor the quality of teaching and the standard of work produced.

The subject leader will offer support to colleagues and share their expertise and experience.

The subject leader will collate and track assessment data.

Resources

Each school site has basic resources maintained by the individual teachers.

Money for subject development is allocated based on needs identified.

Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken to ensure all pupils are provided opportunities to experience the range of activities on offer.

Pupils with special educational needs and disabilities are assisted by teaching assistants/classroom helpers during lessons.

Policy review

This policy will be reviewed on an annual basis.