



**Policy and Guidelines for  
Teaching and Supporting Pupils  
Learning English as an Additional  
Language (EAL)**

## **Purpose**

This policy applies to all children at NPS including the EYFS. The term EAL is taken from the 2011 DfES report 'Developing Quality Tuition: Effective Practice in Schools'. The term EAL refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a Second Language (ESL) is inappropriate and should not be used. NPS aims to ensure that all children learning EAL are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of other languages.

## **Using Home Language**

Children throughout school, including the EYFS are given opportunities to develop and use their home language in play and learning. Home cultures and languages are respected and celebrated in a range of ways, including:

- Different cultural festivals are celebrated.
- Food from different cultures is tried.
- Multi-cultural resources are available.
- In the EYFS, children are encouraged to use a variety of resources and clothes from different cultures for role play.
- When possible the expertise of staff or parents in a particular language may be used.

## **The Context of the School**

Although cohorts of children vary, on average 8-12% of children have a home language that is not English.

## **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.

- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling use of language.

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

- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- All languages, dialects, accents and cultures are equally valued.

### **Teaching and Learning**

Classroom activities are carefully structured and focused. Classroom activities have clear learning objectives and appropriate support and resources are developed to ensure that children are able to participate in lessons. Staff review groupings to ensure that children learning EAL have access to strong English language peer models.

### **Strategies**

Staff use some of the following support strategies to ensure curriculum access:

- Collaborative group work that encourage active participation
- Enhanced opportunities for speaking and listening.
- Effective role models for speaking, reading and writing.
- Additional verbal support – repetition.
- Additional visual support e.g. dictionaries, on-line support, posters, demonstration, use of gesture).
- Additional verbal support (for example, repetition, modelling, peer support)
- Writing frames, gap fill exercises, word cards and word lists
- Opportunities for role play.
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract.

- Opportunities to access Doodle English and Maths
- Exam preparation
- Additional opportunities for reading and comprehension tasks with an adult
- Action Words programme for use in the Early Years
- Scaffolding for language and learning
- A variety of ways for pupils to record their work, including recording in their first/home language

### **Monitoring of Progress**

In addition to the summative and formative attainment measures already in place, the school have recently implemented a new tracking system, to closely monitor the progress of our EAL pupils and set each child termly targets, focusing on speaking, listening, reading and viewing and writing.

### **Special Educational Needs and More Able Pupils**

The school recognises that most children learning EAL do not have SEN. However, should SEN be identified during assessment; children learning EAL will have equal access to school SEN provision as discussed in our Policy for Teaching and Supporting Pupils with Special Educational Needs.

Similarly, the school recognises that there may be children learning EAL who are gifted or talented even though they may not be fully fluent in English. An appropriate curriculum will be provided for these children as discussed in our Policy for Teaching and Supporting More Able Pupils.

#### **Current changes to this policy due to Covid-19 restrictions within school**

Outlined below are the current changes to this policy as a result of the Covid-19 pandemic. These changes will be ongoing and updated according to DfE guidance throughout the academic year 2021-22. Please see the NPS Covid-19 risk assessment for further information on changes to the day to day running of school.

- **Consultation with parents is still taking place although via Teams and virtual meetings.**
- **Due to the creation of year group 'bubbles', children are still encouraged not to mix with others from different year groups but streaming and differentiation within a year group is still taking place.**
- **Educational visits outside the classroom and visitors within school are currently kept to a minimum.**
- **The majority of extra-curricular clubs and activities are currently being carried out within year groups only, to avoid mixing different bubbles.**

Reviewed and updated October 2021

