



# Lime Tree Primary Academy

BRIGHT FUTURES EDUCATIONAL TRUST

## English as an Additional Language

Date	Review Date	Coordinator	Nominated Governor
March 2022	March 2023	Clare Larkin	Sarah Daw

### Introduction

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Lime Tree, at least 22 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

**Definitions of an EAL Learner** :- “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

**Bilingual Learner**:- “ Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

**Advanced Bilingual Learner**: - “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

### Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

Intervention is in place for our International New Arrivals, and for those who speak English at an ‘early acquisition’ level, to support their access to the curriculum in class. Our EAL Lead liaises closely with class teachers.

### Monitoring and Assessment

The class teacher is responsible for the assessment of all pupils in class. As outlined above, he/she liaises closely with the EAL Lead to identify and address needs. The EAL Lead meets regularly with staff to support the use of the 'NASSEA EAL Assessment Framework'.

## **Statement of Commitment**

At Lime Tree we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

## **Background**

Our pupils come from diverse backgrounds with a wide range of language skills.

- Lime Tree caters for an increasing multilingual community.
- The School has at present 490 pupils on roll, of which approximately 28% speak English as an additional language. 19% of the school (Reception to Year 6) is Pupil Premium.
- Altogether, there are at least 22 different languages spoken at Lime Tree.
- Very few of our pupils have arrived from other countries with no or very little understanding of English. However many come to nursery with no or little English.
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's learning.

## **Principles**

As a school, we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils progress regularly against the NASSEA step levels.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

## **Role of the EAL Lead**

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- Disseminate information and key messages effectively
- Represent and promote the needs of EAL pupils
- Advise teachers about the development of EAL strategies, planning and assessment
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- Keep up to date regarding EAL 'Good Practice'
- Develop and maintain assessment procedures
- Audit resources
- Prepare and update EAL action plan
- Take part in monitoring of teaching, planning and books.

## Resources

With guidance from Stockport's Ethnic Diversity Service, Lime Tree is developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials.

The EAL Lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and monitors the progress of this support.

## Role of the Governing Body

The Governing Body has:

- responsibility for the effective implementation, monitoring and evaluation of this policy

## Role of the Head of Academy

The Head of Academy will:

- ensure that the nominated member of staff is suitably trained, has sufficient time to undertake their role and an adequate budget to purchase any equipment required;
- monitor and evaluate this policy

## Monitoring the implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head of School and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for the improvement will be presented to the Governing Body for further discussion and endorsement.

<b>Head of School:</b>	Clare Larkin	<b>Date:</b>	23 <sup>rd</sup> March 2022
<b>Chair of Body:</b>	Dan Jagger	<b>Date:</b>	23 <sup>rd</sup> March 2022

