



UT VOCE ITA VITA

# EXETER CATHEDRAL SCHOOL

Nursery | Pre-Prep | Prep

## English as an Additional Language (EAL) Policy

**Last reviewed:** January 2024

**Next review:** January 2025

**Governor oversight:** Academic

---

At Exeter Cathedral School, we are committed to providing a safe and supportive environment where children can learn and thrive in all aspects of their life. This includes celebrating all cultures, faiths, races and languages. Within our school community, children, parents/carers and staff speak various languages.

### **What is English as an Additional Language?**

English as an Additional Language (EAL), also referred to as bilingualism, refers to a learner whose first language is not English. The child or adult may be fluent in one or more other languages.

### **What are the aims of this policy?**

- Home languages are to be celebrated and encouraged to enable children to form solid understandings of the foundations of language;
- Ensuring EAL learners have access to a differentiated curriculum allowing for equal opportunity of educational outcomes for all;
- Assessment will be used to determine the curriculum and target language for development;
- There will be a clear procedure for the identification and assessment of students with EAL;
- Staff will receive regular support and training;
- There will be close liaison between staff and the parents/carers of EAL children to inform families about the areas of work being covered by the children and how the parents can support their child at home;
- Learners from different counties and cultures feel respected and valued, fostering self-esteem and confidence in learning;
- Adopting a differentiated approach to teaching to enable every individual to achieve language competency;
- Ensuring lessons cover language skills in meaningful contexts;

- Sharing good practice amongst colleagues to promote professional growth;
- Using multi-cultural resources to reflect a whole world context and promote cultural enrichment and appreciation of cultural diversity;
- Fostering a positive attitude towards other cultures by showing respect, curiosity and sensitivity.

### **Welcoming EAL learners to Exeter Cathedral School**

The Admissions policy details the requirements for entry to the School.

In addition, an EAL child may be assessed to ascertain their Literacy, Maths and Language skills.

In addition, parents/guardians of an EAL pupil will also meet with the Head of Learning Support to ascertain the child's previous educational experiences, date of arrival in the UK (if relevant), the child's strengths and interests to gain an insight into the child's competency in their home language;

If a place is offered and accepted, all information will be shared with staff.

### **Record Keeping**

The Devon EAL Assessment Framework will be completed by the class teacher. This is based in the 5 stage EAL proficiency guidelines requested by the DFE. The framework describes how much language support an EAL pupil needs in order to fully access the curriculum. The EAL proficiency levels are:

- A New to English
- B Early Acquisition
- C Developing Competence
- D Competent
- E Fluent

This document is used to record a baseline and should be updated termly to track pupil's progress.

### **Resources and Teaching Strategies which can be used to support EAL learners in school**

Some children may receive weekly 1:1 EAL intervention with a TA or small group EAL intervention

- Use of substitution tables (with visual supports / bilingual format when necessary)
- Ensure a good listening environment;
- Ensure learners are seated so that they can hear and see the teacher
- Listen actively to the child and ensure you model appropriate communication skills, i.e., making eye contact, taking turns when talking etc;
- Use lots of visual supports which could include objects, photos, wiggit symbols, demonstrations;
- Provide a language-rich environment and model putting vocabulary into a sentence to model correct grammar (do this in spoken and written language);
- Ensure children have lots of opportunities to orally rehearse spoken language through talk partners, role play etc;
- Pre-teaching new vocabulary before starting a new topic. Where possible, provide the EAL learner with a glossary/word bank of this vocabulary which contains a picture and the written word;
- Provide the EAL learner with a buddy who is a good role model in English;

- When appropriate, consider pairing the EAL learner with a buddy who speaks the same first language;
- Identify any cultural content that may be unfamiliar to your EAL learner and be prepared to explain this, perhaps drawing on parallels between other cultures;
- Repeat instructions/ questions using the same language, tone and intonation to avoid confusion and always provide additional processing time;
- If the EAL learner makes a mistake in their spoken or written use of English, don't correct them, but model the correct language and grammar;
- Celebrate the child's home language and culture at every given opportunity as the child allows;
- Provide cues for children by saying their name so they know they are invited to speak;
- Practicing sequencing;
- Always check children's understanding as you move through a teaching sequence;
- Use signs and actions to provide alternate ways of communication. Use these alongside the spoken/ written forms as well.
- Use bilingual texts where possible.
- Use writing frames/ voice recorder to help the child structure their work but ensure the child has had the opportunity to orally rehearse what they want to write prior to putting pen to paper.
- Highlight key parts of the sentence structure in written sentences and use sentence starters and word banks to reduce the congestive load on the child;
- Providing the above in a bilingual format is helpful.

### **Gaining Fluency**

It takes 5 to 7 years to learn to speak English fluently as an additional language. The stages in learning a new language are:

- Listening and absorbing (this is usually silent)
- Responding to instructions
- Imitating and copying
- Trying out half word phrases
- Naming words
- Action words
- Putting names and actions together
- Trying out whole sentences with mistakes
- Correcting mistakes themselves

### **Assessment**

- We follow our school assessment procedures to measure the progress of our EAL learners;
- We can also access the Devon Home Language Assessment Tool as a further means of assessing and planning for our bilingual learners.

### **What is the next step if an EAL learner is not making the expected progress against their starting points?**

- If expected progress is not being made, despite high-quality first teaching, the School's Head of Learning Support would carry out further exploration of the child's learning needs.
- Should this indicate that the child is experiencing an indicator of a learning difference, the Head of Learning Support would work with class teachers to plan differentiated learning outcomes and provision for a child.
- The Head of Learning Support and/or class teacher may also make recommendations that the parents/carers should seek support from an external agency to explore potential learning differences.
- Please note, English as an Additional Language is NOT a Special Educational Need and/or Disability in itself.

### **Useful websites to support EAL teaching and learning**

- NEXUS- <https://eal.britishcouncil.org/teachers>
- NALDIC- <http://www.naldic.org.uk/>
- [www.wordreference.com](http://www.wordreference.com)
- [www.google.com/translate](http://www.google.com/translate) (NB- Google Translate will translate each word in a sentence and not take into account grammatical conversation of the specific language)
- [www.newarrivals.segfl.org.uk](http://www.newarrivals.segfl.org.uk)
- [www.mantralingua.com](http://www.mantralingua.com)- bilingual books and resources
- 'Say Hi' app- useful for translating whole sentences
- The Bell Foundation: 'www.bell-foundation.org.uk'