



St. Elizabeth's E.A.L. Policy
Updated October 2022

St. Elizabeth's Catholic Primary School makes it a priority to ensure that every child has an equal opportunity to participate in all aspects of school life to the full, regardless of race, religion or ethnic background. The ethnic and diverse backgrounds of the pupils at the School reflect the diversity of the catchment area. Pupils are encouraged, at all times, to be sensitive towards the beliefs, traditions and ethnic background of other children. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). All children are expected to be immersed into the curriculum and learning is catered to each individual's needs and barriers to learning.

Role and responsibilities of the EAL Co-ordinator

- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Identify gifted and talented EAL pupils.
- Consult with external agencies.
- Deploy T.A support and monitor effectiveness.
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Work with Complementary Education to ensure effective and appropriate support throughout the school (LILA)
- Support parents with translation/understanding of letters/documentation
- Provide resources to support staff
- Ensure induction of new EAL pupils
- Ensure EAL profiles are in place and monitored termly
- Complete termly audits of profiles and ILP reports
- Provide a setting and timetable for LILA professional to work safely in our school
- Identify and track attainment and progress of EAL pupils across the school
- Provide staff with access to important contacts for CPD, support and resources
- Support parents across the school with translation
- Provide support to children who may be at risk as a result of their language proficiency
- Record and monitor academic data for all EAL pupils throughout the school

Teaching and Learning style

In our school teachers employ various methods to help those children who are learning English as an additional language achieve their full potential while being immersed in the curriculum. Quality First teaching strategies are in place for every pupil in our school.

We develop children's spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Curriculum access

We ensure access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning
- providing support through ICT, video or audio materials, dictionaries, translators, readers and visual support such as image and word correspondence mats.

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a period of one to one focused support.

Foundation Stage

In the Foundation Stage we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities. The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

Key Stages One and Two help children learning English as an additional language by:

- continuing those strategies used in FS, whilst moving the emphasis towards written and spoken English in preparation for end of Key Stage assessments.

EAL provision at St. Elizabeth's

On entrance into our school, all EAL pupils in Year 1 and above will receive an independent

assessment completed by LILA professional currently Mark Kershaw. This independent learning profile (ILP) is presented as a report which mirrors the objectives stated in the NASSEA assessment framework. From this report, each child will be given a level as an assessment of their proficiency at that stage. These reports are shared with the relevant staff members in order to be used to inform planning, setting of targets and as a guide for completion of EAL profiles. EAL profiles allow our children to have a clear understanding of their own strengths and weaknesses in learning as well as ensuring that all staff are catering to the needs of every pupil at our school. These reports may be used for target setting within literacy and numeracy. The profile also allows staff to clearly see what intervention is required in order to close the gap between EAL pupils and those who are native speakers of English. Proficiencies must be updated as pupil makes progress, please see proficiency framework judgements below in progressive order:

New to English
Early acquisition
Developing competence
Competent
Fluent

Roles and responsibilities of staff for EAL pupils

- Track attainment and progress
- Provide suitable intervention which caters to any language barriers in order to access the full curriculum
- Monitor reading and spelling ages and intervene
- Identify and track AGT EAL pupils in your class
- Use suitable resources to scaffold learning for all pupils
- Identify areas of difficulty e.g. sentence structure etc
- Inform EAL coordinator of any new starters
- Ensure that each pupil has an EAL profile
- Liaise with EAL coordinator and LILA professional to further support children
- Support class parents to access school information
- Be aware that lack of fluency in language can add to an existing list of safeguarding concerns
- Holistic approach to learning – language development based on social skills such as communicating key information, days of the week, pronunciation of alphabet and numbers in English

- Making instructions accessible for EAL learners as they learn from home. These pupils might not be getting the same level of support to understand instructions as they would in school. You can use the following strategies to overcome this:
 - Use visuals to support understanding: <https://pixabay.com/> contains over 1 million images you can download for free and without the need for attribution.
 - Use shorter sentences, be concise and use imperatives in your instructions.
 - Add examples so your learners can see what they should be aiming to do.
 - Make a worksheet template and try to use the same format each time so your learners find it easy to follow. Break down the task into steps, use bullet points and blank space to divide the steps.
 - Don't forget to give instructions, even if the task looks obvious.

Support for parents

We use our website as a home-school communication tool and this can be read in any language. Look for the 'G' drop down box in the top right corner and select your language. For any additional letters or information sent out, please use the 'Google Translate' app on a phone or tablet, which will allow you to take a picture of any text and translate it for you. This can then be saved to access at a later date.

Induction for EAL pupils

- Independent learning profile completed by LILA with proficiency assessment
- EAL pupil profile for every child
- Given resources to make settling in easier (flash cards, ICT support etc)
- Social and emotional needs of the child considered

EAL profiles

It is the responsibility of the pupil's class teacher to utilise the ILP report provided by LILA to create a pupil profile for that student. If this student is a new starter at our school, a new EAL profile must be created. EAL profiles should be created for EAL pupils in Year Reception. Each year these must be added to and amended accordingly, suitable to the child's attainment and progress. All profiles to be completed by October half term. The first six weeks will allow time for assessments to take place, relationships with the children to be made and targets to be set.

Useful contacts:

Catherine Holmes – LILA professional - catherine.holmes@lilalovetolearn.com

Kate Gibson – Sefton EAL Support Officer kate.gibson@sefton.gov.uk.

Resources for staff and pupil

Resources available:

Currently trialling CGP scheme in 3A recommended by LILA will feedback impact and some examples over the term - if anyone would like to photocopy my master for now please feel free to come and get it from me

Online resources:

EAL hub

Learning village

Racing to English

Collaborative Learning Project

<https://learnenglishkids.britishcouncil.org/grammar-practice>

<https://learnenglishkids.britishcouncil.org/flashcards>

<https://www.twinkl.co.uk/resources/inclusion-teaching-resources/eal-inclusion-teaching-resources>

<https://www.tes.com/teaching-resources>

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/>

<https://www.wigan.gov.uk/SchoolsPortal/EMAS/New-to-English.aspx>

In progress:

Flash Academy
Project Gutenberg
Culips