

## English as an Additional Language Policy

*This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage*

**Reviewed: May 2024**

**Reviewed by: A Mullaney**

### **POLICY STATEMENT**

At Moulsford, we value each child as a unique individual. We recognize the distinct challenges faced by students for whom English is an Additional Language (EAL) and are dedicated to ensuring that these students achieve their full academic potential and feel valued members of our school community.

### **DEFINITION**

*'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'* (DfE Schools, Pupils and their Characteristics July 2020)

### **AIMS AND OBJECTIVES**

The aim of this policy is to help ensure that we meet all the needs of those children who are learning English as an additional language.

- To ensure EAL students are supported in developing their English language proficiency across all areas of the curriculum.
- To promote an inclusive school ethos that celebrates linguistic diversity and fosters mutual respect.
- To provide tailored support to meet the individual needs of EAL students, enabling them to achieve academic success and personal growth.
- To involve parents and guardians in the educational process and maintain effective communication with them.

### **ADMISSIONS**

'The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life.' *From the policy '3b – SEND'. Please refer to policy '15b – Admissions Policy' for further information.*

### **IDENTIFICATION & ASSESSMENT**

- All families joining Moulsford will be asked for information about languages spoken at home.
- Ongoing assessment will be conducted to monitor progress and adjust support strategies as needed. This includes formative assessments, classroom observations, and standardised testing where appropriate.

## TEACHING & LEARNING

Classroom teachers will support EAL learners using strategies detailed below.

**Scaffolding:** Instruction will be scaffolded to support EAL students in accessing the curriculum. This includes the use of visual aids, pre-teaching vocabulary, and providing sentence starters and writing frames.

**Active Engagement:** Lessons will be designed to actively engage EAL students through interactive activities, group work, and hands-on learning experiences.

**Language-rich Environment:** Classrooms will be language-rich, with displays of key vocabulary, and opportunities for students to use English in meaningful contexts.

**Differentiation:** Teaching strategies will be differentiated to meet the varying levels of English proficiency among EAL students. This includes modifying tasks, providing additional support, and setting achievable goals.

**Technology:** Staff will utilise technology to support EAL students to communicate and record their ideas.

**Professional Development:** Ongoing professional development will be provided for all staff to enhance their understanding of EAL pedagogy and strategies for supporting EAL students.

## PARENTAL INVOLVEMENT

Parents and guardians of EAL students will be encouraged to be actively involved in their children's education. This includes regular communication, parent-teacher meetings, and opportunities to participate in school events.

## MONITORING AND EVALUATION

The effectiveness of the EAL policy will be regularly monitored and evaluated through student progress data, feedback from staff, students, and parents, and review of support strategies. Adjustments to the policy and practice will be made based on this evaluation to ensure continuous improvement in the support provided to EAL students.

## RESPONSIBILITIES

The EAL Coordinator will oversee the implementation of the EAL policy, including assessment, support provision, and professional development. Subject teachers will be responsible for integrating EAL strategies into their lesson planning and delivery. All staff members will be expected to promote an inclusive and supportive environment for EAL students.

## REVIEW

This policy will be reviewed annually to ensure it remains effective and responsive to the needs of EAL students and the school community.