

Sherwood Primary School

EAL Policy



May 2025

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Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act

provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Statement of Aims

Sherwood Primary School is committed to ensuring that all our learners feel safe and know that they are valued. One of the main aims linked with our mission statement is 'To be inclusive and encourage all members of the school community to achieve their full potential'. We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

Our school will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

At Sherwood Primary School, at the time of writing this policy, there are 213 EAL learners (50%) registered.

Their first languages are:

- Gujarati
- Urdu
- Hindi
- Malayalam
- Chinese
- Akan
- Latvian
- Filipino
- Pashto
- Sindhi
- Sinhala
- Slovak

- Kannada
- Dari
- Konkani
- Romanian
- Yoruba
- Amharic
- Tulu
- Arabic
- Bengali
- French
- Polish
- Panjabi
- Persian/Farsi
- Telugu

Most of our EAL learners were born in the UK and their proficiency in English speaking is good, although we have a small number of new arrivals to the country who need extra support in school to learn and understand English.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned lessons in well organised classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore the children who join our school as new arrivals to the country will require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- 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 included in planning.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.

- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

At Sherwood Primary School, we have an Inclusion Team which includes the Headteacher, Deputy Headteacher, Pupil Premium Leader, SEND Leader, More Able Leader and EAL leader.

The EAL leader is responsible for monitoring progress of our EAL learners, maintaining an EAL register, ensuring staff are well informed about the background and additional needs of individual EAL learners, and supporting staff to liaise with families of EAL learners.

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning

- Lessons at Sherwood Primary School are carefully and thoroughly planned by the teachers, ensuring appropriate adaptations according to the various needs of all pupils.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to fully participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- Scaffolding is provided for language and learning where appropriate, e.g. writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture, as is verbal support, e.g. repetition, modelling, peer support.
- 'Talk for writing' is used in many subject areas, which reinforces the correct use of technical vocabulary and appropriate sentence structure.
- Steps are taken to ensure the cognitive challenge remains appropriately high for EAL learners.

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified and displayed in every classroom.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

Reading and Vocabulary

Reading and vocabulary continue to be a pivotal aspect of all children's learning at Sherwood. The key vocabulary for each topic is stated in teachers' medium term and weekly planning, and displayed in classrooms, with definitions where appropriate. This key vocabulary, with definitions, is also shared with parents on our half termly newsletters to encourage discussions at home around how these words link to our current learning in each subject area.

Oracy

Developing oracy skills is a key priority at Sherwood for all children, and is particularly beneficial for children whose first language is not English. A bank of resources (the 'Discussion toolkit') has been developed by teachers, and oracy activities are carefully planned into all areas of the curriculum. Each classroom displays our 'Listening Ladder' and 'Discussion Guidelines' to support children when engaging in oracy tasks.

Planning, Monitoring and Evaluation

Curriculum planning takes account of the needs of EAL learners by building on their previous experiences and considering their religious, cultural and linguistic backgrounds. EAL learners are assessed on entry in EYFS using the NASSEA framework, then again at the start of Year 3 and the start of Year 5. New arrivals to Sherwood are also assessed using this framework if English is not their first language. Language targets for next steps are then set where necessary. General progress in all subjects is assessed termly by teachers, and monitored by the EAL subject leader. Provision for EAL learners is evaluated regularly and adapted as appropriate.

Special Educational Needs and Gifted and Talented Pupils

The staff in our school have a clear understanding of the difference between SEN and EAL. Our school ensures that EAL learners are not over represented in SEN groups or underrepresented in More Able, Gifted and Talented groups. Any EAL pupils who do have SEN have appropriate access to SEN provision.

Assessment

Staff are given time with the EAL subject leader to discuss pupil progress, needs and targets. Progress in the acquisition of English is assessed for new arrivals using the NASSEA assessment framework, as outlined above in the 'Planning,

Monitoring and Evaluation' section. Children who are new to English are often paired in the classroom with another child who shares the same home language, in order to support the learning of English whilst embracing their home language.

Resources

Resources for EAL learners at Sherwood Primary School are purchased when necessary, according to the specific language needs of the pupils. General resources used for reading and writing activities are monitored for grammatical, lexical and cultural accessibility by the class teachers. Displays across the school reflect linguistic and cultural diversity, and this is reinforced by the work we do to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Assessment materials use images and texts which are appropriate for all pupils, ensuring that the EAL learners are not hindered by the language content of the assessments. Children who arrive at our school speaking little or no English can access an online personalised programme of lessons. This is a series of short, interactive and engaging lessons designed to be used daily and independently to support the initial learning of English, alongside their home language.

Parents/Carers and the Wider Community

The Sherwood Primary School website ensures clear communication with parents and carers, as it can be accessed in over one hundred different languages.

Staff Development

At Sherwood Primary School, careful steps are taken to ensure that all staff feel confident and have the necessary skills and understanding to meet the needs of EAL learners and help them reach their full potential. The EAL subject leader undertakes appropriate professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. INSET is carefully planned for to include a focus on EAL learners when necessary.

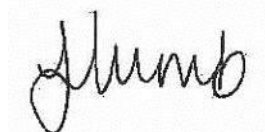
The responsibility for the progress and well-being of EAL learners lies with all staff.

Approval

Approval date: May 2025

Review date: May 2028

Signed (Headteacher):



Signed (On behalf of the Governing Body):

Atwood