



Goresbrook School

English as an Additional Language Policy

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Date of last review	10/2024	Review period	2 years
Date of next review	10/2026	Owner	Samuel Linney
Type of policy	Statutory	Approval	LGB
SLT member responsible for	Sam Linney - Assistant Principal		



1. Introduction

- 1.1 At Goresbrook School we believe that there should be no barriers to learning. Our pupils come from a wide diversity of backgrounds, including many who are new to or recently arrived in the UK. It is important to us that these students are supported in school. The richness of cultures adds to our school's ethos and contributes to everyone's learning. Diversity is valued and all classrooms are socially and intellectually inclusive.
- 1.2 We reject the notion of a fixed mindset and ability, rather we embrace an approach that develops talent in every individual, and sees the opportunity for growth in all areas. This 'growth mindset' values hard work and purposeful practice above notions of inherent aptitude. This philosophy fully supports our views on dismantling barriers to learning, whatever they may be.
- 1.3 A key part of our mission is to ensure that all pupils leave us with the knowledge, skills and attributes to enable them to be successful at university and beyond. Consequently, we strive to deliver a broad, balanced curriculum.
- 1.4 We adopt a 'child-by-child' approach, where we track, monitor and intervene to ensure that every child has the opportunity to excel in all fields.
- 1.5 Pupils learn best when they feel safe and supported, and part of the school community: we therefore ensure that transition into school is as smooth as possible for all families, and that pupils are given the support they require in order to fully access the curriculum. Our aim is to promote rapid language acquisition and include all pupils with EAL in all aspects of school life as quickly as possible.
- 1.6 Improving and to also encourage parental support in child attainment.

2. Statutory framework and other guidance

- 2.1 This policy complies with the guidance contained within
 - Equality Act 2010
 - Education Act 2011
 - Improving the quality of teaching and leadership 2013
 - DFE Guidance: Developing Quality Provision: Effective Practice in Schools – English as an Additional Language 2011
 - The Bell Foundation

3. Links to other policies and practice

- 3.1 The EAL Policy should be read in conjunction with the following areas of School policy:
 - Equal Opportunities Policy
 - Teaching and Learning Policy
 - Assessment, Data and Tracking Policy
 - SEN Policy
 - Transition Policy



4. Key Principles

4.1 The following framework underpins the approach to EAL at Goresbrook School:

- Inclusion: all pupils should feel included in all aspects of the curriculum and wider provision offer at School.
- Immersion: learners of EAL make the best progress within a whole-school context where pupils are educated with their peers in English.
- Social context: pupils new to the School (and indeed the country) require pastoral care to gain confidence and social skills in order to flourish in their learning.
- Families: working with families to ensure transition into the School community will benefit pupils as well as their parents and carers
- Personalised provision: the offer needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills.
- Bilingualism confers intellectual advantages: once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English.
- The rest of the EAL strategy can be found here: [EAL Strategy .docx](#)

5. Roles and responsibilities for EAL Policy

All teachers and LTAs	- Act as role models in their use of language at all times - Use standard English in order to encourage and support EAL learners and plan / deliver lessons to meet the needs of all EAL learners - Ensure key knowledge for subjects is outlined and used by EAL learners - Ensure resources and lessons are adapted for EAL learners
SLT member responsible for Teaching, Learning & Assessment	- Coordinate all support for pupils with EAL in and out of class - Equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL. Ensure contact with parents and external agencies where needed, in target language.
SLT responsible for assessment	- Analyse progress and attainment data each half term, including that of EAL pupils. - Work with relevant staff to ensure provision matches needs for all pupils.

6.0 Implementation and Assessing needs

6.1 Early identification of needs is essential to ensure pupils have a positive start to their time at Goresbrook School. Therefore, families are asked about English language development during the pupil induction process. We will also consult with pupils' previous nurseries and schools.



- 6.2** Up-to-date assessment is imperative to ensuring the right provision is in place for every child. At Goresbrook School we re-assess the progress of all learners including those with EAL every half-term. We expect rapid language acquisition, and where this does not occur it may highlight more complex needs or Special Educational Need (SEN). In these cases, further assessment diagnostics may take place (e.g. SEN), so that the right offer of support can be proposed.

7.0 Teaching and Learning

- 7.1** Teachers and LTAs are critical in delivering the correct provision for pupils with EAL. They must ensure they know the starting point of each pupil in their class, and deliver lessons that meet their individual needs. Guidance and training on specific strategies to use in the classroom are found on the shared drive, and will form part of the CPD training schedule for all teaching teams.
- 7.2** One key feature of rapid language acquisition is hearing, seeing and reading excellent models of the English language. As such, we have very high standards for all staff to act as role models in their spoken and written language at all times. For example, all staff should:
- Speak clearly. Speak at a slow enough pace that your words are defined.
 - Use standard English at all times to help support and encourage EAL learners
 - Use frequent stops when speaking to pupils that are new to English so that they can think about what you are saying as you are speaking.
 - Not use sayings or slang without explaining what it means.
 - Define technical terminology.
 - Highlight and define key words and encourage pupils to practice using them in context.
 - Provide pictorial as well as written instructions for main tasks.

8.0 Intervention and support

- 8.1** When pupils' needs have been accurately identified through assessment, an appropriate intervention offer will be put in place. This could include: 1-1 sessions, group reading sessions, differentiated tasks and support time with the teacher or LTA, discrete ESOL lessons or buddy systems.
- 8.2** It is important that pupils are using English throughout the day in order to accelerate their acquisition of language. However, it is also important that pupils feel supported and able to talk in their mother tongue, particularly when they find it difficult to articulate in English. As such, where possible they can participate in activities in which use of mother tongues are encouraged.

9.0 Working with families

- 9.1** When a pupil starts in Nursery or Reception, every student receives a home visit in order to build effective relationships with parents and carers. This also ensures that the individual needs of learners are identified and specific support can be arranged.



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10.0 Celebrating Cultural Diversity

- 10.1** There are a number of ways in which we celebrate our cultural diversity in the school community, including: displays around the school, key events (e.g. International Food Festival, European Day of Languages), trips and visits, and assemblies.