



**All Saints C of E**  
**Infant and Nursery School**

**Selston C of E**  
**Infant and Nursery School**

**EAL**  
**Policy**

*“Opening hearts and minds through  
the grace and love of God”*

**Reviewed: June 2024**  
**Next Review Date: Summer 2025**

# **ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL**

## **SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL**

### **MISSION STATEMENT**

#### ***Opening hearts and minds through the grace and love of God***

At All Saints Infant and Nursery School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

This policy supports the following rights taken from the United Nations Convention of rights of the child (UNCRC)

Article 2 – All children have these rights, no matter what age, gender, religion, disability culture, or nationality is.

Article 3- All adults should do what is best for children. Adults should think about how their actions affect children.

Article 7- All children have the rights to a name that should be officially recognized by the government and the right to a nationality (to belong to one country)

Article 22- All children have the right to special protection and help if you are a refugee.

(if you have been forced to leave your home and live in another country)

Article 29- Every child's education must develop their talents and abilities.

Article 30- All children have the right to practice their own culture, language, and religion or any you choose.

“But Jesus called them unto him and said.

Suffer little children to come unto me, and forbid them not: for of such is the Kingdom of God “

#### EQUALITY IMPACT STATEMENT

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, race, religion of belief and sexual orientation.

#### THE CONTEXT OF ALLSAINT'S INFANTS AND NURSERY SCHOOL.

At All Saint's Infants and Nursery school we recognize and value our pupil's home language, background, and the valuable contribution that pupils who speak English as an additional language bring to our school. Within the family homes various languages are spoken (not including dialects). We recognize bilingualism as a strength, and we respond positively to pupil's ability to speak other languages. We believe that cultural and linguistic diversity is a rich resource for the whole school. We take a whole school approach, through our Ethos, curriculum promoting language awareness across our school.

We aim to meet the full range of needs for those children who are learning.

“Commit your work to the Lord and your plans will be established” Proverbs `6.3.

## AIMS AND OBJECTIVES

- To improve the speaking and listening, reading, writing, and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to model fluent use of English and provide opportunities for children to practice and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages, cultures, and identities are celebrated.
- To provide our pupils with English as an additional language with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

## KEY PRINCIPLES

To provide effective and personalized teaching and learning through early identification of the children's needs.

"I was hungry and you gave me food I was thirsty and you gave me a drink, I was a stranger and you welcomed me" Matthew 25 : 40

## ROLES AND RESPONSIBILITIES

It is the collective responsibility that all staff identify and aim to remove barriers that prevent our learners with English as an additional language from succeeding and reaching their full potential.

The EAL Coordinator is responsible for coordinating, monitoring, and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Liaising with the teaching staff to identify and support pupils with English as an additional language.
- Support teaching staff to identify and support pupils with English as an additional language.
- Managing and auditing resources to ensure effectiveness for class work.
- Monitoring the progress of pupils with English as an additional language where necessary on arrival.
- Managing and auditing resources to ensure effectiveness for teaching and learning and creating a welcoming and supportive environment that reflects the whole range of cultural diversity within the school and community.
- Monitoring the progress of pupils with English as an additional language.

All Staff:

Will develop pupils spoken and written English by:

- Planning and delivering lessons that address the specific needs of pupils with English as an additional language or pupils who are bilingual in their classes.
- Ensuring that vocabulary work covers the language of problem solving as well as the meaning of everyday words.
- Modelling speaking and listening styles and the ways they are used for different purposes across arrange of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support understanding, speaking, and writing.
- Building on children's experience of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Teaching and learning

Teachers and Teaching Assistants have high expectations of all pupils. We understand that pupils who are learning English as another language are no exception and that their cognitive ability is in advance of their spoken English.

All of our pupils learning EAL have the right to access the National Curriculum and therefore are taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.

We also encourage the use of pupil' home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of small world and role play and drama as appropriate.
- Additional support is provided e.g. real and meaningful objects, photographs, posters, and graphics.
- Additional verbal support is provided e.g. modelling, repetition, and peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is integral to teaching and learning.
- Use of accessible texts and resources that support pupil's language/cultural needs e.g. bilingual books /artifacts.
- Using accessible texts and materials that suit both children's ages and level of learning.
- Ensure that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, translators.
- Use of buddy system.

- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- Pupils receiving SEND support who are EAL learners should be assessed in their home language where possible to assess where it is SEND support required or the pupil could be still acquiring English.
- Parents/ Carers of pupils receiving SEND support are fully involved and integral to decision making.

## CURRICULUM ACCESS

All children in our school follow the curricular requirements of the Foundation stage and the National Curriculum.

- Pupils who speak English as an additional language access the same curriculum as their peers.
- Any withdrawal of EAL learners from the mainstream class will be for a specific purpose, time related and linked to the work of the mainstream class.
- The impact of any intervention must be measurable to ensure that its effectiveness is monitored.
- The EAL leader and the Executive Head teacher work together to ensure that Quality First teaching is maintained throughout the school for all groups of Learners including EAL.
- The progress of this group will be reviewed each term with Class teachers alongside the Senior Leaders at Pupil Progress meetings.

## EARLY YEARS FOUNDATION STAGE

The EYFS staff follow the approach above and in addition they support EAL learners to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and other languages support one another.
- Providing a range of opportunities in speaking and listening activities in English with peers and adults.
- Providing opportunities and activities to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.
- Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

EAL Definitions of Development (See the Bell Foundation Assessment

- **New to English** {Code A} May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition** {Code B} May follow day to day social communication in English and participate in learning activities with support.

Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative /accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject vocabulary. Still needs a significant amount of EAL support to access the curriculum.

- **Developing competence** {Code C} May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing English. Requires ongoing EAL support to access the curriculum fully.
- **Competent** {Code D} Oral English will be developing well enabling.

**We endeavor to collate all relevant assessments and information for EAL learners.**

#### **New to the Country**

Pupils who are new to the country can be a varied ability of EAL learner from New to English (code A) to Fluent (code E) as above in the Bell Assessment

#### **New to English**

Pupils who have no English to developing English with developing skills (code A ) to ( code B ) as above in the Bell Assessment.

#### **Admission of EAL/New Arrival Pupils:**

As a school community we collate as much background information as possible, through the admission pack including:

- Country of origin
- Date of entry into the UK
- Previous schooling
- Pupil's first language
- Other languages spoken at home.
- Religion
- Health issues
- Links with other pupils within the school.

Admission information is shared with all relevant adults in school including the Class teacher, Senior leadership team, Midday Supervisors, Kitchen staff, First Aid lead and EAL lead.

Teachers and staff receiving an EAL pupil on admission are given advance basic information and time to meet with the parents and carers to support transition into school and the opportunity to begin the relationship process.

Classroom environments are created to feel safe, welcoming and stress free.

We ensure the admission process is welcoming and families are supported as much as possible throughout the induction process.

We aim to take account of parents/carers linguistic, cultural, and religious backgrounds when planning the curriculum and developing home school links.

We also aim to work closely with members of the wider community to support our pupils who are EAL learners.

“You shall love the Lord your God with all your heart, and all your soul, and with all your strength and with all your mind and your neighbour as yourself.” Luke 10: 25-27.