



St Thomas of Canterbury Catholic Primary School

Being the best that we can be



EAL POLICY

Policy compiled by: Headteacher
Date of last review: Autumn 2023
Review Date: Autumn 2025



OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family.

We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.

We will encourage everyone to be the best that we can be.

OUR SCHOOL AIMS

To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.

To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.

To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.

To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.

To nurture a strong partnership between home and school.

To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR SHARED VISION

Every child at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

Every staff member at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.

Every Governor at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.



OUR GOLDEN RULE

We treat others as we would like to be treated

Introduction

As a school we recognise that EAL Status is dependent on which language was learned first by a child.

In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English

Aims and objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

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. This is in line with the requirements of the Equality Act 2010.

Staff at St Thomas of Canterbury Catholic Primary School aim to follow the guidelines issued by the DfE for the Autumn Census (2016) by striving to ensure that all children with EAL have been assessed using the EAL Proficiency Codes. See Appendix 1. The child's proficiency in English is then carefully tracked by the class teacher and Inclusion team.

Purposes

To promote equality of opportunity for all learners for whom English is an additional language.

To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

Key Roles and Responsibilities

At St Thomas of Canterbury Catholic Primary School, inclusion is managed by a team with an Inclusion Team Leader who provides strategic leadership of the Inclusion Team in order to promote effective teaching and learning for pupils.

Teaching and Learning Style

In our school teachers take action to help children who are learning English as an additional language in the following ways:



Developing their spoken, understanding and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- 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;
- endeavour to build 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;
- actively liaising with parents to help them support their parents learning;
- tailored short term language intervention.

Ensuring 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, audio visual materials and dictionaries

Curriculum Access

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.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities as needed.

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.

Assessment

We closely monitor and track the progress of these children and if necessary seek advice from our Speech and Language LSA and/or the Inclusion Service at Surrey.

Leadership responsibilities

Inclusion Team Leader:

Caroline McNiff

Contact Details:

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This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Curriculum & Learning, Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.



Appendix 1

DFE Proficiency in English Scales

A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	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-specific vocabulary. Still needs significant amount of EAL support to access the curriculum.
C	Developing Competence	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. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence or errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.