



English as an Additional Language Policy

Last Reviewed: November 2025

Review Date: November 2026

English as an Additional Language Policy

At St Mark's CE Primary School, our school values – Responsibility, Equality, Spirituality, Perseverance, Enthusiasm, Commitment and Trust – and shapes everything we do, guided by our Christian vision and inclusive, child-centred ethos.

1. Background

At Mark's CE Primary School serves a diverse community where a large majority of pupils and their families speak English as an additional language (EAL). In our school, every child is valued, and this applies to all aspects of their education – teaching and learning, achievement, attitudes and wellbeing. We welcome all children, whatever their background.

A majority of pupils are of Pakistani heritage and speak either Panjabi or Urdu as their first language. In total, there are currently thirty-seven languages spoken by pupils in the school. Staff at St Mark's respond positively to a pupil's ability to speak other languages. We view bi-/multi-lingualism as a valuable asset which can extend everyone's social and cultural experiences.

We are committed to raising the achievement and attainment of pupils with EAL and enabling them to do the best they can within a positive, supportive and inclusive environment.

2. Terms used

- Pupil with EAL is used to refer to any pupil who speaks English as an additional language. It does not assume equal competence in all their languages.

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community ...

Where a child was exposed to more than one language (which may include English) during early development, the language other than English is recorded, irrespective of the child's proficiency in English.' (DFE)

EAL pupils may be:

- *Newly arrived from a foreign country and school*
- *Newly arrived from a foreign country, but an English-speaking school*
- *Born abroad, but moved to the UK at some point before starting school; or*
- *Born in the UK, but in a family where the main language is not English.*

- EALB is used at St. Mark's to denote those children who are beginners at learning English. These children are usually working on the Bell Foundation Assessment Framework bands A to E and have been in a UK school under two years.
- Advanced Bilingual Learners are those children who may be competent at speaking English but may, nevertheless need some support with the linguistic demands of the curriculum.
- The Bell Foundation Assessment Framework is used to refer to the system used for assessing the level of English language acquisition for EAL pupils.

3. Aims

The aims of this policy are: -

- Raise the achievement of pupils with EAL.
- Raise the confidence and self-esteem of pupils with EAL.
- Allow pupils with EAL to have equal access to a broad and balanced curriculum with continuity and progression.
- Equip pupils with EAL with the knowledge, skills and understanding required to participate fully in all aspects of school life, while maintaining their own cultural identity.
- Enrich the learning experience of all children through celebrating linguistic, ethnic, culture and religious diversity through assemblies and displays.
- An environment that promotes language development through rich use of language.
- Bilingualism is viewed as a positive and life enriching asset.

4. Assessment

4.1. Assessment of new arrivals begins at the admission interview. Information about the pupil's ethnicity, religion, first language, home language, family background and prior educational experience is obtained.

4.2 Children admitted to school after the Reception Class will have access to a New Arrivals Group, 'Sunbeams'. Children who join a Reception class in the summer term will also have access to the 'Sunbeams' group.

4.3. Each new arrival with EAL will have an individual profile which can be used to assess, set targets and plan suitable learning challenges.

4.4. The initial assessment of all new bilingual pupils should be carried out within two weeks of entry to the school. The EAL Leader will arrange assessments for those at the earliest stages of English and class teachers will assess other EAL pupils.

4.5 The EAL Leader will collate the assessments of bilingual pupils and then prioritise the support given, according to those assessments. Pupils at Bell Foundation bands A and B have priority.

4.6 Class teachers will assess pupils with EAL on an ongoing basis, using the Bell Foundation Assessment Framework. This should be recorded on the pupil's individual assessment record on Insight.

5. Planning

5.1. Subject leaders will consider the needs of pupils with EAL when devising schemes of work and purchasing resources.

5.2. All class teachers will ensure that work is planned to meet the needs of EAL pupils –evidence of this will be shown on planning.

5.3. Plans will allow opportunities for meaningful speaking and listening activities and support English acquisition.

5.4. The EAL Leader and /or members of the Senior Leadership Team (SLT) will monitor planning on a regular basis to ensure that the needs of pupils with EAL are being met.

6. Teaching and Learning

6.1. Children with EAL should be grouped by ability and not solely by language needs.

6.2. Teachers will use strategies which support learners with EAL. These may include:

- Visual support.
- Context embedded activities.
- Use of culturally relevant resources and displays.
- Multi – sensory activities.
- Pre-teaching vocabulary.
- Explicit teaching of grammar.
- Use of I.C.T.
- Implementation of DFE guidance and research based appropriates.

6.3. There will be occasions where pupils are withdrawn for more focused support, particularly for older pupils in the early stages of language acquisition. When planning such support, consideration will be given to pupils' entitlement to a broad and balanced curriculum.

6.4 Advanced bilingual learners may continue to need support for language development.

7. Special Educational Needs

"A child must not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught."
(Section 156, the Education Act, 1993)

7.1. Lack of English should not be equated with lack of knowledge, skill or understanding. Bilingual learners are no more likely to have special educational needs (SEN) than any other pupils. However, when a pupil with EAL is identified as having additional needs, they will be placed appropriately on the SEND register, following discussion with parents. External agencies will be consulted as necessary.

8. Record Keeping

8.1. The EAL Leader will keep a register of all pupils with EAL, their home languages, stage of English language acquisition (using DfE codes and Bell Foundation Assessment Framework) and any additional needs e.g., Pupil Premium, SEND.

8.2. Bell Foundation assessments will be kept by class teachers on pupils' individual assessment records.

8.3. The EAL Leader will collate statistical data relating to the achievements of pupils with EAL.

8.4 The SLT will collate statistical data regarding the comparative achievements of ethnic groups.

8.5. Members of staff supporting pupils with EAL in the class will keep brief records of progress and work covered.

9. Monitoring

9.1 The EAL Leader and SLT will monitor the quality of support for EAL pupils and offer guidance and support as necessary. Monitoring may include:

- Pupils' books and/ or individual profiles.
- Observation of teaching and learning
- Assessments

- Planning scrutiny

9.2. Pupil progress meetings held termly, provide an opportunity to monitor the progress of all pupils including those with EAL.

10. Translation and interpretation

10.1. Children will be taught in English with appropriate support for their language development.

10.2. The school will endeavour to provide translated resources such as dual language books, word mats, welcome booklets and information for parents wherever it is practical to do so.

10.3. Bilingual staff employed by the school will provide interpretation for purposes such as liaising with parents and parents' consultation evenings.

10.4. On occasions, interpreters may be booked through the Local Authority service (e.g., for meetings with external agencies).

11. Implementation

11.1. The Inclusion Leader (Deputy Headteacher with responsibility for inclusion), under the guidance of the Headteacher, will ensure that all staff implement this policy. This includes supporting staff development, curriculum planning, assessment and INSET related to EAL.

11.2. The Inclusion Leader (Deputy Headteacher with responsibility for inclusion) will report back to the Headteacher and Local Governing Board, as part of the Senior Leadership Team (SLT), on the implementation and impact of this policy.

This policy will be reviewed annually.

Signed.....

D. Sadler

Headteacher

Date.....

Signed.....

Laraine Jones

Julie Thompson

Co-Chairs Local Governing Board

Date.....

Review Date: November 2025