English as an Additional Language Policy

Whole School Policy, including Early Years Foundation Stage

Policy Reviewed (LAn)	06 June 2025
Peer Review Completed	24 June 2025
Ratified by SLT	01 July 2025
Next Review	June 2027

Introduction

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to The Headmaster and Governing Committee.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the statutory functions are executed.

Rationale

This policy details the arrangements to recognise and meet the needs of pupils who are learning English as an Additional Language (EAL pupils). EAL refers to learners whose first language is not English.

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 learners make a positive contribution to The Croft. As such, we welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process to help them settle in quickly to school life.

A member of staff is nominated to have responsibility for EAL (EAL Coordinator). Currently this is Mrs Louise Ansty, SENCo.

Aims

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 EAL and so to raise pupil achievement.

Admission Arrangements

The Croft Preparatory School operates an Equal Opportunities policy for the admission of all pupils. The Head of Admissions update Engage and forward any relevant information to the EAL Coordinator if an interpreter is needed then the family would need to provide this.

Roles and Responsibilities of the EAL Co-ordinator:

- To liaise with the Head of Admissions regarding new pupils
- To meet parents, once the pupil has registered with the school (see Appendix 1)
- To liaise with the class teacher prior to the pupils' arrival to discuss welcoming strategies e.g. displays, discussions with current pupils about how the new pupil might feel, researching their home language/culture
- To continue to liaise with the class teacher/learning assistant during the initial settling in phase (normally 4 weeks) to help with resources, planning, team teaching or training, as required
- To keep the EAL register up to date, this is on Engage.

Roles and Responsibilities of the Class Teacher

It is the responsibility of the class teacher to support EAL pupils in class, with guidance from the Learning Support Department, if required.

- Pupil progress will be monitored by the class teacher and a record will be made, using the EAL assessment document (see Appendix 2)
- All information gathered should be shared with the family at the next Parents' Evening
- Class teachers will ensure good practice by following the key principles of language acquisition:
  - EAL learners are entitled to follow the full programme of study and all their teachers have a responsibility for teaching English as well as other subject content
  - Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit
  - Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment whenever possible
  - Although many pupils 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 higher and more complex and can require continuing support for up to ten years
  - Language develops best when used in purposeful contexts across the curriculum
  - The language demands of learning tasks (vocabulary, structures and textual organisation) need to be identified and included in planning
  - Teaching and support staff play a crucial role in modelling uses of language
  - Knowledge and skills developed in learning the first language aid the acquisition of additional languages
  - A clear distinction should be made between EAL and Special Educational Needs

Appendix 1: EAL Questions to ask at the initial meeting with parents

Appendix 2 : Assessing Pupils Learning EAL – using the best descriptors from NASSEA and QCA guidelines

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Appendix 1

Suggested EAL Questions to ask at the initial meeting with parents

Family Background	
Does the family have contacts in the local area, such as relatives and friends?	
Does the child have friends and opportunities to mix with children who speak their language or English?	
Which are the main languages spoken at home (note languages spoken at home with different members of the family. In multilingual homes it is often the case that the children speak one language to the parents and the adults respond in another language)	
Mother :	
Father :	
Siblings:	
Grandparents:	
• In which language does the child watch TV?	
Which is the most useful written language for the family?	
Who in the family can read and write English?	
If no one can, do they have access to another family member or friend who could be used to translate information from school?	
Are the parents able to bring someone to help interpret at Parents' Evening?	
Educational Background	
When did the child start schooling?	

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Which school year did they complete in their own country?	
Did the child have any breaks in education or experience any changes of school?	
Which language were they taught in? Were other languages taught?	
Is the child attending or likely to attend home language classes?	

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Appendix 2

Assessing Pupils Learning EAL – using the best descriptors from NASSEA and QCA guidelines

NASSEA QCA Steps	Listening and Understanding	Date	Speaking	Date	Reading	Date	Writing	Date
Step 1	-Listens attentively for short bursts of time. -Uses non-verbal gestures to respond to greetings and questions. -Follows simple instructions based on the routines of the classroom. -Relies on listening skills in home language.		-Echoes words and short phrases drawn from classroom routines and social interactions. -Expresses some basic needs, using simple single words or phrases in English. -Speaks in home language.		-Participates in reading activities and knows the difference between print and pictures. -May read in home language and be able to build on knowledge of literacy in this language. -Knows that print, in English, is read from left to right and top to bottom. -Recognises own name and other familiar words. -Can identify some letters of the alphabet by shape and sound.		-Uses English letters and letter-like forms to convey meaning. -Copies or writes name and familiar words. -Can write from left to right. -Evidence of some writing skills in home language.	
Step 2	-Understands simple conversational English in familiar contexts. -Responds to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.		-Joins in predictable refrains/repetitive language. -Copies talk that has been modelled. -Generates single word utterances and telegraphic language in the context of social interactions.		-Begins to associate sounds with letters in English. -Begins to predict what texts will be about. -Can read some words and phrases learned in different curriculum areas. -Can follow a text read aloud with support.		-Attempts to express meaning. -Writing is generally intelligible to self and a familiar reader. -Shows some knowledge of sound and letter patterns in English spelling.	

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	-Demonstrates understanding of classroom language with teacher repetition and explanation.						-Shows knowledge of the function of sentence division. -May be able to write in home language.	
Step 3	-Understands and responds appropriately to simple comments, closed questions or instructions with contextual support. -Listens attentively to a range of speakers, including teacher presentations to the whole class. -Responds appropriately when the teacher is talking in a small group. -Listens to stories, poems and demonstrates interest.		-Speaks about matters of immediate interest in familiar settings. -Conveys meaning through talk and gesture and can extend what they can say with support. -Speech is sometimes grammatically incomplete at word and phrase level. -Has a functional vocabulary for social needs.		-Can read a wide range of familiar words. -Can identify initial and final sounds in unfamiliar words. -Can establish meaning when reading aloud phrases or simple sentences, with support. -Uses contextual clues to gain understanding. -Responds to events and ideas in poems, stories and non-fiction.		-Produces recognisable words in texts, which convey meaning. -Can generate simple sentences. -Most commonly used letters are correctly shaped but may be inconsistent in their orientation. -Demonstrates a growing awareness of spelling patterns of familiar words.	
Step 4	-Follows what others say in familiar contexts. -Listens and responds appropriately to a sequence of instructions. -Responds appropriately to a range of different question types (including open questions).		-Speaks about matters of interest to a range of listeners. -Has a growing repertoire of extended phrases or simple sentences in the context of curriculum activities. -Speech shows some grammatical complexity in		-Can read simple texts. -Uses knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. -Comments on events or ideas in poems, stories and non-fiction.		-Uses phrases and longer statements that convey ideas to the reader. -Make some use of full stops and capital letters. - Begins to apply grammatical rules in familiar context (eg narratives), with some accuracy.	

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			expressing relationships between ideas and sequences of events. -Begins to develop connected utterances.		-Beginning to guess the meaning of unknown words from context.		-Letters are usually clearly formed and correctly ordered.	

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Step 5	-Shows evidence of understanding of the gist of lesson content -Understands most conversations when the subject of the conversations is more concrete. -Understands some conversations when the subject is more abstract with figurative and idiomatic expressions.		-Begins to engage in a dialogue or conversation within academic context. -Begins to produce lengthy chunks of organised connected speech. -Demonstrates the ability to modify own language use in context -Demonstrates an increasing range of academic and more abstract vocabulary		-Uses more than one strategy (phonic, graphic, syntactic and contextual) in reading unfamiliar words. -Can read and extract information from a variety of texts. -Beginning to recognise the features of different genres.		-Uses a range of grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different writing. -Without support, ideas are contained in separate sentences or through simple connectives (and, but) rather than linked through the use of clause. -Attempts to modify writing as appropriate to the demands of the genre.	
Step 6	-Understands most conversations when the subject is more abstract with figurative and idiomatic expressions. -Participates as active speaker and listener in group tasks. -Understands more complex academic discourse and specialist interactions as appropriate to age (cognitive and		-Uses language appropriately across the curriculum for different academic purposes (eg explaining). Some minor errors may still be evident. -Shows control of functional use of language at discourse level. -Becoming more competent at academic clause constructions. -Makes appropriate choice of vocabulary for different		-Demonstrates understanding of some culturally embedded references and idioms. -Reads a range of complex texts. -Reads beyond the literal using higher order skills such as inference, deduction and hypothesis. -Evaluates and analyses the content of texts.		-Produces appropriately structured and generally accurate work in a variety of familiar contexts with support. -Recognises and applies organisational features of new genre with support.	

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	academic language proficiency) -Understands social and general school interactions delivered at normal speed. -Understands many culturally embedded references and idioms but some may still require explanation.		context and purposes (including some use of idioms).				
Step 7	-Has a range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using GL assessments.		-Has the range of speaking skills necessary to participate fully within the curriculum and can be fully assessed using GL assessments.		-Has the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using GL assessments.		-Has the range of writing skills necessary to participate fully within the curriculum and can be fairly assessed using GL assessments.

NB:

- Review termly, particularly with pupils new to English who can make rapid progress in the first few terms
- Base judgements on a range of evidence e.g. classroom observations (how often pupils interact; when and with whom)
- Progression rates may vary between skills (EAL pupils often achieve higher levels in speaking than in writing)
- Use the steps to identify gaps in progress and target support and strategies accordingly.
- It is not necessary or appropriate to assess bilingual pupils using the above Steps.
- The steps can be used when assessing EAL pupils for access arrangements/suitability to sit assessments.

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