



**ST MARGARET OF SCOTLAND  
CATHOLIC PRIMARY SCHOOL**

**ENGLISH AS AN ADDITIONAL LANGUAGE  
POLICY**



**September 2021**

## **Aims**

At St Margaret of Scotland Catholic Primary School we believe that every child should have the opportunity to achieve their full potential.

We are committed to meeting the needs of every child, including those who are learning English as an Additional Language. We are clear that EAL is not SEN (a 'special need') or a 'learning difficulty' but acknowledge that children with EAL often have an additional need in terms of accessing the language used by staff and peers which can lead to underachievement and isolation.

Therefore we aim to:

- Provide a welcoming environment where they are accepted, valued and encouraged to participate
- Ensure children with EAL have full access to the curriculum and other school opportunities
- Ensure that every child succeeds by providing an inclusive education with high expectations for all

## **What is EAL?**

EAL means English as an Additional Language which is when a child speaks a home language other than English.

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." (DfE School Census Guide 2016-2017, 2016 p.63)

Bilingual learners are "children who have access to more than one language at home or school but it does not necessarily imply fluency in both or all languages" DFES Guidance 2007.

## **Admission**

All families joining St Margaret of Scotland Catholic Primary School will meet with the Deputy Head before an admission date is set so that the extra information part of the admission form (Appendix 1) can be completed and as much information is gathered before the child starts. This is so that the child is placed in the class most appropriate for them and the correct support can be available where needed.

All staff will follow the 'Ten Steps For New Arrivals' procedure – see Appendix 2.

It is fully understood by all staff that there may be a "silent period" (receptive language comes before productive) and so newly arrived children will be given time to absorb English.

## **Assessment**

At St Margaret of Scotland Catholic Primary School we assess individual children for cognitive level, education background and English language acquisition.

If relevant we carry out first language assessments to inform us of the child's ability in their first language.

We use the Bell Foundation EAL Assessment Framework to assess English language acquisition – see Appendix 3.

Assessment is reviewed three times a year and children's progress is tracked alongside their National Curriculum assessments.

### **Teaching Children With EAL Needs**

At St Margaret of Scotland Catholic Primary School

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a child's mother tongue. Appreciating and acknowledging a child's ability in their own language is crucial for self-esteem
- The language development of all students is the responsibility of all teachers and teaching support staff
- Diversity will be valued and classrooms will reflect this
- Teachers will be knowledgeable about childrens' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and groupings
- Children will be grouped so that EAL children hear good models of English and collaborative learning is common practice
- We will allow children to use their mother tongue to explore concepts when appropriate
- We will have high expectations of children with EAL and expect children to participate in all classroom activities
- We will employ a range of strategies using the different 'Language Functions' (Appendix 4) within each lesson to reinforce understanding and meaning so as to develop language in context ensuring that there are effective opportunities for talking, and that talking is always used to support writing

We recognise that children will acquire English at different rates and it will sometimes be appropriate for the child to have specific targets set so that English language acquisition can be supported and monitored more closely and individually. See Appendix 5 for our Language Plan.

### **EAL and Special Educational Needs**

We recognise that most children with EAL do not have Special Educational Needs (SEN). However, should SEN be identified children will have equal access to appropriate provision in line with the SEND Policy.

Similarly, we recognise that there will be children with EAL who are working at a high level of attainment even though they may not be fluent in English.



Appendix 1

School Admission  
Extra Information



Full name: \_\_\_\_\_

Preferred name: \_\_\_\_\_

Date of birth	Country of birth	Date of arrival in UK	Ethnicity	Religion	Refugee Status

Male/Female	Start Date	Class	Teacher	UPN Number

Family information

Relationship of carer to the child:
Siblings names: <span style="float: right;">Age: <span style="float: right;">Gender:</span></span>
Other relevant details:

Child's use of language (including English)

Languages	Speaking (proficiency) Home School	Reading (proficiency)	Writing (proficiency)	Used with/where	Where/when learnt

**Previous schooling**

Country	Date started	Ages (from – to)	Languages used	Assessment	Repeated years

**Support for learning**

Favourite subjects in school	
Interests and hobbies	
Extended leave (reasons, time, when)	
Prior experiences which may affect learning	

**Dietary and health issues**

Favourite foods and preferred diet	
Dietary restrictions	
Known medical conditions	

**Support for parents and carers**

Interpreter required at meetings	Yes	No
Contact with local community groups required	Yes	No
Translation of school letters would be helpful	Yes	No

Information collected by: ..... Date:.....

## Appendix 2

### Ten Steps For New Arrivals

	<b>ACTION</b>	<b>RESPONSIBLE</b>	<b>TIME SCALE</b>
<b>1</b>	Family meet with Deputy Head to complete extra information admission form and child issued with resources from Admissions Resource Pack.	Deputy Head	Pre starting
<b>2</b>	Once admission form and paperwork in place class is allocated and class teacher informed of child's name.	Admissions Officer	Pre starting
<b>3</b>	Class teacher informed of child's background information and start date through the extra information admission form. Copied to Team Leader.	Admissions Officer	Pre starting
<b>4</b>	Class teacher ensures labelled books and peg are ready and there is a seat allocated. Class teacher allocates a buddy (where possible someone with the same language).	Class Teacher	Pre starting
<b>5</b>	On the first day welcome message in child's home language displayed on board.	Class Teacher	Day 1
<b>6</b>	During first morning in school child's buddy will show them key places around school – toilets, hall, dining hall, playground.	Class Teacher	Day 1
<b>7</b>	At the end of first day Admissions Officer/Team Leader to check in with new child.	Admissions Officer Team Leader	Day 1
<b>8</b>	Initial EAL Assessment carried out.	SENCO	Within Week 1
<b>9</b>	English Language Acquisition assessment to be carried out by class teacher, if first language assessment or other assessment needed this should be requested including Read Write Inc.	Class Teacher	Within ½ Term
<b>10</b>	Class teacher to discuss with SENCO if there is a need for a first language assessment or a SEN Assessment Profile to be implemented.	Class Teacher SENCO	Within ½ Term

## Appendix 3

### Bell Assessment Framework



## Appendix 4 Language Functions



Language Function	Uses	Possible Thinking Map	Language Structures Needed	Activity Types	Related Questions
<b>Seek Information</b>	Observe & explore Acquire information Inquire	Circle Map	To be Action verbs Prepositions	Define, count, draw, identify, indicate, label, list, match, name, point, recall, recite, repeat, trace, write, state, select, record, main idea	Who? What happened? Where did it happen? When did it happen? Where did you find that? How do you do that?
<b>Inform</b>	Identify Report Describe information	Circle Map Bubble Map	Adjectives The book says ... First, second, next According to ... Superlatives/comparatives	Retell, recount, reorder, represent, paraphrase, summarise, give examples, draw, explain, conclude, convert, describe, prepare, transform, translate, rewrite, give in your own words	Retell the story in your own words What happened? Report your findings Describe the main character Show how ...
<b>Compare</b>	Describe similarities and differences in objects and ideas	Double Bubble Map Bridge Map	However, but, while, as well as, on the other hand not only ... but also either ... or although, unless, similarly, compared with, different than and yet, as opposed to, alternatively, apart from, likewise, regardless	Compare, contrast, group, identify, illustrate, point out, Recognise, separate, describe, commonalities, differences	How are ... and ... the same? Different? Compare ... and ... What makes ... the same or different? How do we know the difference between ... and ...?
<b>Order</b>	Sequence objects, ideas or events	Flow Map	First, second, third ... Next, before, after, afterwards, later on, time, now, as, when, immediately, preceding, initially, meanwhile, following, until, soon, today, as soon as	Organise Develop Discover Complete Outline Order	Put these in chronological order What happened first? When was ...? What would happen if ...?
<b>Classify</b>	Group objects or ideas according to their characteristics	Tree Map	Descriptors, adjectives, kinds, types, traits, characteristics, an example of	Classify, group Arrange Categorise Construct Generate Summarise Criteria	What colour is ...? What size is ...? What is the texture like? What characteristics do these have in common? What makes these different? Sort these by ...



<b>Analyse</b>	Separate whole into parts Identify relationships and patterns	Flow Map Tree Map Circle Map	Is a part of, is related to, same, different, common traits, so that, nevertheless, accordingly, if ... then, makes, causes, because, results in, due to, therefore	Analyse, calculate, choose, classify, criteria, diagram, classify, compare, contrast, deduce, detect, differentiate, distinguish, identify, infer, order, point out, recognise, relate, select	What is the difference? How are they related? Why is ... important? What caused ... to happen? What results/consequences might ... create? What is the main idea? What details support this?
<b>Infer</b>	Make inferences Predict implications Hypothesise	Multi Flow Map	Future tense Use of will If ... not If ... then Descriptive verbs Adjectives	Predict, represent, rewrite, summarise, give examples, evidence, supporting details, deduce, explain, create, hypothesise	Why? Why did that happen? How did that happen? Why do you think ...? What makes you think ...? What tells you ...? How do you know that?
<b>Justify &amp; Persuade</b>	Give reasons for actions Decision Point of view	Circle Map Tree Map	I think ... According to, for example, in fact, most important If ... not If ... then I believe, because, since, based upon, you should, understand, you need to, therefore, from my point of view	Justify, argue, persuade, make a case for or against, compare, contrast, illustrate, recognise, point out, deduce, categorise, support, validate, irrelevant, your point of view, debate	Why do you think this is important? What evidence do you have to support your point of view? How can you convince someone of your ideas? What reasons will you give to justify your point of view? How did you arrive at your decision?
<b>Solve Problems</b>	Define and represent a problem Determine solution	Multi Flow Map	Because Since Therefore So that Consequently As a result This led	Solve, deduce, hypothesise, cause & effect, support, test, validate, summarise, rate, rank, measure, relate, recommend, justify, judge, interpret, decide, criteria, table, refer, consequence	What is the process to solve this problem? What is required to solve this problem? Why? What is your hypothesis? What evidence do you have? What is the relationship between ... and ...? What are the causes? What are the effects?
<b>Synthesise</b>	Combine ideas to form a new whole	Circle Map	Conjunctions In other words ... That is to say ... To put it differently	Arrange, categorise, compile, compose, construct, create, deduce, derive, develop, explain, formulate, generate, prepare, plan, produce,	What would your plan be for ...? How might this be different if ...? How would you rewrite this? How would you arrange this into ...?

				rearrange, revise, summarise	How do they relate to each other?
<b>Evaluate</b>	Assess and verify the worth of an object, idea or decision	Double Bubble Map Multi Flow Map	I think ... According to ... For example In fact, most important, for instance, for example, specifically	Argue, assess, compare, appraise, conclude, consider, contrast, critique, decide, describe, determine, evaluate, judge, justify, recommend, verify, rank, measure, criteria, interpret	What is your favourite ...? Why? How does this impact ...? How or why is this important? How or why is this valuable? What did you do to develop ...?



# St Margaret of Scotland Catholic Primary School Language Plan



**Class:**

Child:	Concern:	SEND	PPG	EAL
Target	Strategy	Review		

Child:	Concern:	SEND	PPG	EAL
Target	Strategy	Review		