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TRUST

# **English as an Additional Language (EAL Policy) for LT Primary Schools**

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Contents

WHAT IS EAL?..... 3

EAL PROFICIENCY..... 3

ROLES AND RESPONSIBILITIES ..... 4

    Teachers are responsible for: ..... 5

    EAL Lead responsibilities are: ..... 5

    Parents/Carers are responsible for: ..... 5

EQUALITY IMPACT STATEMENT ..... 6

*The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.*

## What is EAL?

English as an Additional Language (EAL) is the study of English by pupils who already speak at least one other language or who come from a home in which a language other than English is used.

*'A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.'* DfE English proficiency of pupils with English as an additional language February 2020

We are proactive in removing barriers that stand in the way of our EAL pupils' learning and success. We do this by ensuring they have equal access to the curriculum which gives them the knowledge and cultural capital they need to succeed in life. We promote the principles of fairness and justice for all through the education that we provide in our school.

Since September 2016, schools have been required to assess each EAL pupil's proficiency level using a five-point scale and make a 'best fit' judgement as to the proficiency level that a pupil corresponds most closely to. After the formal assessments have been completed, any child with EAL who enters a Laurus Trust Primary School will be assessed on this five-point scale and given a proficiency.

## EAL Proficiency

### A - New to English

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.

### 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 a 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 of 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 the level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without support across the curriculum.

### N - Not yet assessed

is also available for use where the school has not yet had time to assess proficiency.

## ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent in English and for communicating school expectations for reading, writing, speaking, and listening by:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

Teachers are responsible for:

- Planning work in the context of children's proficiency level and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy, speaking, listening, writing and maths.
- Assessing and tracking progress in all areas of the National Curriculum.
- Using the assessment data to identify gaps in key skills and notifying the EAL Lead for the arrangement of appropriate intervention.
- Key visuals and words should be used within and around the classroom to aid vocabulary enhancement and support children's access to the curriculum.

EAL Lead responsibilities are:

- Ensuring Pupil Progress, proficiency level, and specific support trackers are kept up to date with relevant information.
- Reviewing each child's progress in relation to their baseline proficiency level and advising Class Teachers about actions needed to accelerate and/or sustain progress.
- Providing professional learning and support for other members of staff to develop their knowledge of EAL pedagogy and their skills of teaching EAL learners.
- Liaising and supporting the provision of appropriate interventions where necessary.

Parents/Carers are responsible for:

- Liaising with and supporting staff in all aspects of this policy.
- Sharing their views about the efficacy of their child's EAL provision.
- Sharing information about their child's background and cultural heritage that may enable the school to improve this provision further.

## Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race  <input checked="" type="checkbox"/> Disability  <input checked="" type="checkbox"/> Gender  <input checked="" type="checkbox"/> Age  <input checked="" type="checkbox"/> Religion and belief  <input checked="" type="checkbox"/> Sexual orientation
Summary of any issue/proposed changes	
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