



EAL Policy

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<i>Admin use only</i>	
Location	
Website	
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Rationale

All pupils arriving in a new school are entitled to the same welcome and induction into the life of their new school, as their peers who speak English as a first language. Core agreed procedures are put in place for all newly arrived pupils. Some additional procedures may be necessary to ensure pupils and families from Minority Ethnic backgrounds have the same access to information and support as all other parents and pupils.

Induction and Assessment of New Arrivals

At Loxdale Primary School we will:

- **Take account of the cultural, linguistic, and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupil can make to our school.**
- **Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.**
- **Positively reflect the new arrivals' language and culture throughout the school environment.**
- **Build partnerships with parents as an essential element of working with newly arrived children.**

New Arrival Induction Procedure

Mrs Wright-Jones is responsible for procedures to be in place:

New arrivals and their families will be welcomed to Loxdale Primary School, at the new starter meeting, with a member of SLT, usually the Deputy headteacher.

All staff have received current training regarding pupils for whom English is an additional language, from the CL (Communication and Language) Team from the Local Authority. The HLTA in each phase has received additional, in-depth training from the lead teacher from the CL Team on the best practice available to support EAL learners. HLTA's, on a rota, attend termly network meetings to share good practice and to visit Schools of Sanctuary.

Google Translate is used to support communication with parents and carers, as are staff members who can communicate in different languages.



Within the first two weeks of a new arrival attending Loxdale Primary School, they are screened using Flash Academy English Proficiency Primary Assessment.

Bespoke work and electronic materials, supporting auditory language programmes such as Flash Academy are used. Additionally, pupils have 1:1 or 1;2 sessions with the HLTA's too, to practice conversational language acquisition e.g gestures, eye contact, writing etc.

Until pupils are classed as proficient language users, they remain on the 4-step programme and support is provided for reading, writing, speaking, and listening.

Settling the pupil into school

Once the pupil has been admitted to school the following actions will be undertaken.

- Pupil to be grouped or seated with supportive role models or those who might share the same home language.
- At the end of their first week children are to be given an 'Our First Week' book, which will include photographs of the child engaged in various activities throughout the week, taken by class teacher or class TA.
- Clear timetable to be established for any intervention activities e.g Flash Academy and HLTA support.

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Children who score A-D will be supported in class by being given time to work on Flash Academy on specific tasks that the HLTA would have assigned from assessment. Children who score D will have 1:1 sessions with HLTA on specific needs.



Reading

Note: band descriptors may not be acquired in the order listed here.

Band	Band Descriptors
A	<ul style="list-style-type: none"> • Has minimal or no literacy in English • May be literate in home language • Awareness of left-to-right reading • May be beginning to develop recognition of some words, letters and symbols • Starting to develop early reading skills, e.g. CVC words • Able to match pictures with taught words • Can read familiar words out loud • Starting to understand short, familiar texts
B	<ul style="list-style-type: none"> • Recognises high frequency words or decodes unfamiliar words • Can read simple sentences or a short text • Can say main points or answer what/who questions on a text • Understands basic punctuation and reads using cues from punctuation • Understands explicit messages from a text • Understands pronoun use in texts • Joins in with reading familiar texts aloud in class • Beginning to navigate curriculum content
C	<ul style="list-style-type: none"> • Can select relevant information to answer questions • Can answer how/why questions • Can make some inferences from a text • Can identify key features of text types • Able to decipher unfamiliar words from context • Able to read short texts aloud with improving intonation • Able to track meaning across sentences and passages • Can understand fictional texts but may struggle with humour or implied meaning • Can follow curriculum-related texts and find relevant information in curriculum materials • Able to understand a wider range of grammar, such as different tenses, question forms, verb structures and prefixes and suffixes
D	<ul style="list-style-type: none"> • Can compare opinions on a text • Able to distinguish fact and opinion • Can identify text purpose • Can predict text content • Understands a wider range of curriculum vocabulary • Employs a range of reading strategies like scanning, and adjusts speed and focus depending on purpose • Can interpret meaning beyond literal • Understands certain idioms and literary devices • Can read curriculum content without rehearsal • Can show awareness of a range of modals, conditionals, figurative speech and the passive voice
E	<ul style="list-style-type: none"> • Reads, understands and interprets a range of fiction and non-fiction, age appropriate texts equal to a non-EAL peer • Able to analyse a range of curriculum texts • Draws conclusions and recognise complex cohesive markers across a text • Understands abstract language • Handles book-length texts

Monitoring and review

This policy is monitored by the Governing Board and will be reviewed annually.

Signed:

Date: