

# St Simon's Catholic Primary School

*'Whatever you do, do it for the glory  
of God.'*



## EAL Policy

## **EAL Policy**

### **Introduction**

At St Simon's Catholic Primary School, we believe that all pupils need to feel safe, accepted and valued in order to achieve their full potential and be the best they can be. In order to do this, it is our aim that for pupils, who are learning English as an additional language, to have their home culture, language and background recognised, valued and celebrated.

The Government defines EAL learners as: 'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

### **Aims and Objectives**

The aim of this policy is to raise awareness and support the planning, organisation, teaching and assessment procedures in the school.

- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and accomplishments.
- To ensure that EAL pupils gain equal access to the National Curriculum and the achievement of their educational potential.
- To ensure resources and strategies are implemented to meet the needs of the EAL pupil.
- To provide a welcoming environment where EAL pupils feel valued and are encouraged to participate.
- To support all EAL children in the acquisition of English language skills.
- To develop staff knowledge and expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual ability.

### **The context of St Simon's**

There are currently over 19 different languages that are spoken by the EAL cohort of our school. Over 40% of the children that attend St Simon's have English as an Additional Language.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
  - Parents fluency in English and what support they may require from school.

Approved by the Full Governing Board on 25/3/26.  
To be reviewed in the Spring Term 2029

## **Assessment**

All EAL pupils are assessed within the first few weeks of arriving at St Simon's using the assessment tools provided by The Bell Foundation. Progress in the acquisition of English is regularly assessed and monitored. Consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- Interventions are set and evaluated regularly.

## **Teaching**

Class teachers are responsible for:

- Producing effective planning that identifies the key role of all support staff.
- Allowing for collaborative group work
- . • Providing frequent opportunities for speaking and listening.
- Providing effective role models of speaking, reading and writing.
- Providing additional verbal support e.g. repetition, alternative phrasing, peer support.
- Offering additional visual support e.g. posters, objects, nonverbal clues, pictures, demonstration, use of gesture etc.
- Making use of bilingual resources e.g. dictionaries, online support (Google Translate etc, bilingual pupils, texts, key word lists/mats, etc.
- . • Encouraging discussion before and during reading and writing activities, using home language where appropriate reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases
- . • Using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- Correcting the use of children's grammar (spoken and written), as appropriate, and allowing them time to repeat corrections to the teacher.

## **Parental/Community Involvement**

At St Simon's we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and actively encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

## **New Arrivals Procedure**

- Family arrives at school and requests a school place.
- School office arranges date for parents and child to meet with Head teacher or Deputy Head, and have a tour of the school. (Interpreter arranged as necessary)
- Admission information collected.
- Class teacher informed of new child and their start date.
- Bell Foundation Assessment completed- interventions started as a result of these assessments.

## **Useful websites for EAL children and their families**

<https://ealchildren.org/teachers/useful-resources-online/>

<https://www.bell-foundation.org.uk/resources/resource-filter/learning-resources/>