



**EDUCATION
CENTRAL**
MULTI ACADEMY TRUST



Albert Bradbeer Primary Academy

EAL Policy

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It is the responsibility of class teachers to:

- Oversee the induction process.
- Ensure that the new arrival is placed in appropriate teaching groups / sets / entered for appropriate exams.
- Monitor the new arrival's progress (pastoral and academic) and review regularly.
- Identify inclusion strategies for new arrivals in their short term planning.
- Establish links with the family and ensure that a two-way communication is set up.

Assessment and target-setting

Refer to the assessment policy for additional information.

- **Statutory Assessment:** The school will ensure that all EAL pupils have access to statutory assessments wherever possible, making full use of special arrangements.
- **Assessment of individual EAL learners who are new to English:** Pupils at an early stage of learning English are assessed using the EAL Listening and Speaking Continuum. This tool identifies learners as:

New to English

Early Acquisition

Becoming Familiar

Becoming Competent

Becoming Fluent

Fluent

- **Target setting of individual EAL learners who are new to English:** An EAL progress review sheet is completed termly. This uses the information from the EAL Listening and Speaking continuum and targets are set for individual pupils.
- **Assessment of individual EAL learners who are competent in English:** Pupils who are competent in English will be assessed using the standard school assessment procedures and their progress will be discussed in termly Pupil Progress Reviews.

- **EAL/SEN:** The School recognises that most EAL pupils speaking English as an Additional Language do not have Special Educational Needs (SEN). However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.
- **Appropriate teaching groups:** EAL learners need to be put in groups / sets / classes where they have opportunities to work with peers who can provide good models of English. *For this reason it is advisable to put new arrivals in as high a group as possible.* Groupings should be flexible, sometimes offering opportunities to work with peers who share a home language (where possible).

Teaching and Learning

Refer to the Teaching and Learning policy for additional information.

- **Medium term planning:** Medium-term planning provides an opportunity to identify language functions related to the specific topic being covered
- **Short-term planning and differentiation:** Short-term plans will identify the specific language demands of the lesson and provide differentiated learning opportunities matched to EAL pupil needs.
- **Good practice in EAL teaching and learning:** All lessons take into account agreed good practice as identified by the National Association for Language Development in the Curriculum (NALDIC):