



Children Learning English as an Additional Language Policy

Intent

Integration into the school's community, events, and social and learning is integral to the mental health and wellbeing of every learner. Being comfortable with individual identity, but also having the tools to communicate thoughts, feelings and to join in with discussions and team building are two key areas that we wish to develop positively.

For children who enrol to the primary phase after Year 1 with little to no awareness of English literacy or oracy, we intend to provide the support, space and resources to develop the confidence to communicate in English with their peers and teachers with increasing confidence, while also celebrating their individual linguistic and cultural backgrounds, in addition to acknowledging historical data or information that may be affecting learning and attitudes or behaviour.

Implementation

Initially, the aim is to:

- Help the child settle into the school routine
- Assess language proficiency
- Determine a plan for enabling progress and developing English language skills

A timeline of the procedure can be found in the Appendix (Appendix 1).

Children identified as EAL will be placed into one of five levels of competency, in line with the DfE's Proficiency Scale as applied by Solihull Metropolitan Borough Council [DfE Descriptors for EAL Learners](#):

A - New to English

B – Early Acquisition

C – Developing Competence

D – Competent

E - Fluent

Initial assessment after the 2-week settling-in period will be completed using one of three tracking documents produced by Babcock:

- During the first half term of Year 1: EYFS Proficiency Assessment

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- For learners who enrol between Autumn 2 of Year 1 and Autumn 1 of Year 3: KS1 Proficiency Assessment
- For learners who enrol between Autumn 2 of Year 3 and Summer 2 of Year 6: KS2 Proficiency Assessment

The information from the tracking will be used to support and monitor progress throughout the child's journey at Al-Islamia.

Target Setting:

After reviewing the results of the Language Proficiency Assessment, 4 to 5 targets will be selected from the relevant band as a focus for the next half term. These will be communicated on the Target Setting Sheet – see Appendix 2 - and discussed with the Class Teacher – and Intervention Teacher if applicable. The relevant members of staff will then ensure that the appropriate tasks and scaffolds are in place to enable the child to meet their set targets.

The targets will be reviewed every half term, with new ones added as needed.

Where a child is deemed Competent, they will have 2 or 3 targets aligned to the Language Proficiency Assessment, and 2 or 3 aligned to their academic achievement.

When a child is deemed Fluent, they will no longer be set targets linked to their language development. The child will retain their EAL status to alert teachers to ensure that appropriate scaffolding, such as pre-teaching and vocabulary support, is in place for new or challenging material.

Resources:

To enable English fluency that is supportive and constructive, teachers will ensure that scaffolds and visual aids are fixed aspects of their teaching resources. Our Writing approach - The Write Stuff – advocates for teachers to support vocabulary development by creating word lists relating to the sentence composition content. The word collection activity provides language for children through shared experience, and the scaffold provides a stem for sentence composition.

In addition, a QFT approach in every classroom ensures that children are supported with qualitative support. Additional support, such as visual resources and interventions will be provided based on fluency and need, using tested programmes such as KS2 Phonics' intervention; Twinkl's [EAL Intervention Scheme](#); [EAL Hub](#)'s high-quality resources and support from EAL Networks. Alongside individual support and resources, classrooms will be welcoming and inclusive through the provision of visual-based vocabulary posters, bilingual dictionaries, stem sentences, learning support, etc. Teachers will be encouraged and trained in implementing the strategies suggested by the Bell Foundation and Solihull Council.

Impact

The implementation of the table above is aimed at creating a safe and interactive environment for progress and integration. With the data collected half-termly, and the meeting every 12 months, the adults and child involved will be able to review progress and raise concerns in a timely fashion.

The information from the combined data, along with an evaluation by the learner's teacher, of the learner's participation in their wider school life, will be used to determine future support.

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The aim is that consistent and individualised support enables children to develop oracy and literacy skills exponentially, with a guideline of 1 to 2 years for learners to reach a level of confidence with communicating independently with the English language. When children reach Fluency Level C, they can be moved away from one-to-one sessions but will continue with individualised support within the classroom for as long as necessary.

Review

This policy will be reviewed annually and edited to reflect the school's action plan and National Curriculum statutory guidance.

Review Date: September

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Appendix 1:

Timeline of EAL Integration into Al-Islamia. The related checklist should be completed for EAL children as necessary - see SharePoint for checklist.

Timeline	Actions	Notes	Completed by:	Resources – if applicable
Upon arrival	Get to 'know' the child – interests, first language proficiency	Share the task with community advisors or people who share the language	- EAL Lead - staff or community member who speaks first language (if applicable)	
	Implement the 'buddy system': 2 pupils who will guide the new child through the day, and a daily check-in with one of two adults (Pastoral Lead and a TA)	Use sign-language and flash cards with universal images to 'check-in'	- Pastoral Lead - Allocated TA	Flash cards with images Schedule/timetable Expectation chart (for peer buddies)
	Build a history – schooling/education; reason for immigration; etc.		EAL Lead Parents	Language Proficiency Assessment
	Provide the child with a Basic Needs flashcard set – on a lanyard for ease and efficiency		EAL Lead	Laminated set of flashcards on Lanyard
After 2 weeks	Review Maslow's Hierarchy of School Needs	http://www.changekidslives.org/actions-4	EAL Lead or Class Teacher	
	Complete a Language Competency assessment	See SharePoint for templates	Class Teacher or TA	Babcock Language Proficiency Assessment
	Set targets for the half-term for developing language proficiency, using the Language Proficiency Assessment as a guide		Class Teacher and EAL Lead	Target Setting Sheet
	Replace 3 daily check-ins with Interventions	Plan activities to meet set targets	Intervention Teacher	See Language Proficiency appendix, www.ealhub.co.uk and Classroom Strategies provided by Bell Foundation for activities.
After 6 weeks	Assessment via observation	Observe integration	Class Teacher or EAL Lead	Notes taken by observer and placed within child's file
Every half term	Assessment via observation	Observe integration	Class Teacher or EAL Lead	Notes taken by observer and placed within child's file
	Review targets	Discussion with Intervention Lead and review of engagement	EAL Lead and Intervention Teacher	Target Setting Sheet

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		during intervention sessions		
Every 12 months	Language Proficiency Assessment		Class Teacher	Child's Language Proficiency Assessment – new one when moving into different Key Stage
	Review targets	Discussion with Intervention Lead and review of need for continued intervention	EAL Lead Class Teacher Intervention Teacher Parent/guardian	Target Setting Sheet

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