English as an Additional Language Policy

Policy Reference:	Holy Trinity CofE Primary School English as an Additional Language Policy
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Completed by:	Anita Chander

Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Introduction

At Holy Trinity Church of England Primary School, our teaching and learning policy is rooted in our close relationship with Holy Trinity Church and the wider community. Together, these partnerships have shaped our vision of **human flourishing for all**, inspired by Jesus' promise of "life in all its fullness" (John 10:10).

As a church school, our ethos is deeply Christian and inclusive, welcoming all children and families. Our vision embraces the spiritual, physical, intellectual, emotional, moral, and social development of every child. We seek to provide an education that fosters wisdom, knowledge and skills, nurtures hope and aspiration and promotes community and living well together.

This EAL Policy reflects and supports inclusive, high-quality teaching and equitable access to the curriculum for all pupils.

At Holy Trinity CofE Primary School:

- Every teacher is a teacher of language
- We value and build upon pupils' home languages and cultural backgrounds
- Language development is central to all learning
- We are committed to developing pupils' proficiency in speaking, listening, reading and writing
- We are committed to developing pupils' receptive and expressive vocabulary
- We support pupils' wellbeing, identity and sense of belonging

We aim to nurture, inspire, enable and achieve for all learners, ensuring EAL pupils thrive within our Christian, inclusive environment.

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.' EAL pupils may be:

• Newly arrived from a foreign country and school;

• Newly arrived 2 from a foreign country, but an English speaking school;

• Born abroad, but moved to the UK at some point before starting school;

• Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

We understand that language is key to learning and development across all areas of the curriculum and we aim to ensure that EAL learners can access the full curriculum while developing the communication skills necessary to succeed academically and socially. We understand that EAL pupil's knowledge and ability to participate in the full curriculum may be in advance of their communication skills in English. As a result, we are devoted to establishing effective EAL practices across our school that begin with a strong foundation for language acquisition in the Early Years Foundation Stage.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential and feel safe, accepted and valued

Vision for children Learning English as an Additional Language:

- We embrace a vision of excellence and academic rigour, setting high expectations while ensuring that every child is supported to succeed. We believe that language should be a bridge, not a barrier, and we provide a rich, inclusive, and stimulating environment where all pupils can thrive.
- Our EAL provision reflects our commitment to inclusion, ensuring that pupils who speak English as an additional language are supported to thrive, achieve, and fully participate in school life. Through our core values—Justice, Service, Perseverance, Gratitude, Compassion and Courage—we aim to ensure that every child feels valued, respected, and empowered by the following:

A Language Rich, Inclusive School

- We celebrate linguistic diversity and create a curriculum that reflects and values all pupils' backgrounds.
- Our teaching is scaffolded and language-rich, ensuring that pupils develop strong English language skills while maintaining pride in their home languages.
- We provide specialist EAL support, including targeted interventions, visual aids, and talk-rich classrooms to accelerate language acquisition.

A strong start for International New Arrivals.

- We ensure that new arrivals receive a warm and structured induction, helping them transition smoothly into school life.
- Buddy systems and mentoring create a sense of belonging from day one.
- Pastoral care supports children's emotional and social well-being, helping them settle into a new country, culture, and language.

Partnerships for Success.

- We work closely with families, valuing them as partners in their child's learning journey.
- Our faith-driven approach fosters a strong sense of community, where every child is loved, supported, and encouraged to achieve their best.
- Through global learning, we prepare children to be compassionate, responsible citizens of the world.

Curriculum Intent

At Holy Trinity, every child is known, valued, and supported to flourish. We embrace excellence, ensuring that all children, regardless of language background, can access a high-quality education within a framework of faith, love, and belonging.

To give all pupils the opportunity to overcome any barrier to learning.

• To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school whenever possible.

• To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.

• To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.

• To encourage children to practise and extend their use of English.

- To encourage and enable parental support in improving children's language skills

We ensure that:

- EAL pupils are fully included in all aspects of the curriculum.
- Language development is embedded across all subjects.
- Vocabulary is explicitly taught and reinforced.
- Pupils' prior knowledge and first language are recognised as strengths.
- Learning opportunities build confidence in speaking, listening, reading and writing.
- Develop strong language skills alongside subject knowledge
- Access age-appropriate learning
- Develop academic language alongside everyday English
- Are supported to contribute positively to society

Through this, we aim to:

- Develop both conversational (social) and academic language skills.
- Increase pupils' receptive and expressive vocabulary.
- Enable pupils to participate fully in classroom discussions and learning activities.
- Raise aspirations and future opportunities.
- Open pupils' minds to a range of possibilities and futures
- Build confidence and raise aspirations
- Foster a love of learning through meaningful, inclusive experiences

Implementation

Identification and Assessment

In line with whole-school practice:

- EAL learners are assessed on entry to establish language proficiency – parents contribute to this assessment
- Ongoing assessment (Using the Bell Foundation Assessment Framework) which tracks progress in speaking, listening, reading and writing.
- **Wellcomm and phonics assessments are used regularly to inform assessment, planning and provision for pupils' language development**
- Progress is monitored in both language and subject content
- Assessment distinguishes between language barriers and learning needs
- Pupil progress is reviewed through data analysis and pupil progress meetings
- Staff use assessment to inform planning and support.

Curriculum Drivers

Our curriculum is underpinned by three drivers that ensure focus on our vision:

Possibilities – opening the world to our pupils, raising aspirations and recognising their ability to shape their futures.

EAL provision supports *Possibilities* by:

- Providing rich language experiences that broaden pupils' understanding of the world.
- Ensuring access to a full, ambitious curriculum regardless of English proficiency
- Introducing pupils to a wide range of texts, cultures and global perspectives
- Supporting pupils to articulate their ideas, ambitions and future goals
- Raising aspirations through high expectations and inclusive teaching
- Encouraging pupils to see bilingualism and cultural diversity as strengths
- Equipping pupils with the language needed for future education and employment

Questioning – promoting curiosity, engagement and a love of learning

EAL provision supports *Questioning* by:

- Creating regular opportunities for structured talk (e.g. talk partners, group discussion)
- Teaching and modelling key questioning vocabulary and sentence structures
- Encouraging pupils to ask questions to clarify and extend understanding
- Using scaffolds (sentence stems, word banks) to support verbal responses
- Promoting active engagement through collaborative and exploratory tasks
- Allowing wait time and rehearsal to build confidence in speaking
- Supporting pupils to explain their thinking using appropriate academic language

Spirituality – developing values, beliefs, courage and readiness to challenge injustice.

EAL provision supports *Spirituality* by:

- Valuing and celebrating pupils' home languages, cultures and identities
- Promoting respect, empathy and understanding across diverse backgrounds
- Providing opportunities for reflection and expression, both verbally and non-verbally
- Supporting pupils to develop a sense of belonging within the school community
- Encouraging discussion of values such as justice, compassion and courage
- Enabling pupils to express opinions and challenge ideas respectfully

- Fostering confidence to participate in conversations about fairness and equality

Knowledge and Skills:

Firm foundations are built through a focus on basic skills and language acquisition by:

- Prioritising the development of speaking and listening as the foundation for all learning
- Explicitly teaching phonics, vocabulary, grammar and sentence structure
- Systematically building pupils' receptive (understanding) and expressive (spoken and written) language
- Using repetition, modelling and structured practice to secure early language skills
- Embedding vocabulary instruction across all subjects to support comprehension
- Providing opportunities for oral rehearsal before reading and writing tasks
- Using visuals, concrete resources and real-life contexts to support understanding
- Encouraging the use of pupils' first language to strengthen conceptual understanding where appropriate
- Supporting pupils to move from basic communication to more complex academic language
- Ensuring early gaps in language are identified and addressed quickly through targeted support

Pedagogy: Nurture, Inspire, Enable, Achieve

Our teaching is shaped by the principle of **Nurture, Inspire, Enable, Achieve**, ensuring that all children are safe, engaged and successful learners.

Nurture

EAL provision supports a safe and inclusive learning environment by:

- Creating calm, predictable classroom routines supported by visual timetables and prompts
- Valuing and celebrating pupils' home languages and cultural identities
- Providing additional pastoral support for pupils new to English or the UK
- Ensuring key information is accessible through visuals, translation tools or simplified language
- Building strong relationships to support confidence and emotional well-being

Inspire

EAL teaching promotes engagement, curiosity and aspiration through:

- Using engaging “hooks” supported by visuals, real objects and context
- Designing activities that encourage talk, collaboration and language use
- Promoting a “can-do” culture where language development is seen as achievable
- Using culturally diverse and inclusive teaching materials
- Maintaining high expectations for all pupils, regardless of language proficiency

Enable

EAL learners are supported to access learning effectively by:

- Explicitly teaching and revisiting key vocabulary across all subjects
- Using scaffolding strategies such as:
    - Sentence stems
    - Word banks
    - Modelling of spoken and written language
- Breaking learning into manageable steps to reduce cognitive load
- Using dual coding (visuals + text) to support understanding
- Building on prior knowledge, including first language where appropriate
- Using AfL strategies to check understanding regularly
- Providing targeted pre-teaching and overlearning opportunities
- Adapting tasks to ensure both access and challenge

Achieve

EAL provision ensures pupils make progress and succeed by:

- Monitoring language acquisition alongside curriculum attainment
- Encouraging independence through structured speaking and writing opportunities
- Supporting pupils to self-assess using simplified success criteria
- Embedding retrieval practice to secure vocabulary and knowledge
- Celebrating progress in both language and academic achievement
- Preparing pupils to meet or exceed age-related expectations

Roles and Responsibilities

Senior Leadership Team (SLT)

- Ensure EAL provision aligns with school vision and priorities.
- Monitor progress and attainment of EAL pupils.
- Provide professional development for staff.
- Promote inclusive practice across the school

EAL Lead

Ensuring that all staff follow the procedures outlined in this policy and to take responsibility for monitoring the progress of EAL pupils in school.

- Support staff with the induction of newly arrived pupils.
- Ensuring initial assessments of pupils with EAL are completed within the allocated time frame.
- Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Monitor EAL provision and pupil progress.
- Prepare and update EAL action plan
- Take part in monitoring teaching, planning and books of EAL pupils
- Measure and assess progress, tracking EAL pupils over time.
- Value the cultural linguistic backgrounds of the school community.
- Developing positive relationships between the school and parents of pupils with EAL.
- Audit resources and materials to ensure that they reflect and promoted the cultural and linguistic diversity of the school community.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Liaise with families and external agencies where needed

Teachers

- Plan and deliver high-quality, engaging lessons that meet the needs of all learners.
- Model accurate spoken and written English
- Pre-teach and revisit key vocabulary
- Use visuals, gestures and context to support understanding
- Provide structured opportunities for speaking and listening
- Scaffold writing through frames and guided practice
- Use questioning to deepen understanding
- Set high expectations for behaviour, progress and presentation.
- Use AfL and feedback to move learning forward.
- Work in partnership with parents and carers to support learning.
- Plan inclusive lessons with clear language objectives.
- Use adaptive teaching to support EAL learners.
- Promote a language-rich classroom environment.
- Monitor progress and provide appropriate feedback.

Teaching Assistants and Support Staff

- Support the implementation of high-quality teaching and learning.
- Provide targeted interventions and support for individuals and groups.
- Promote independence, resilience and positive learning behaviours.
- Work collaboratively with teachers to ensure continuity of provision.
- Deliver targeted interventions where appropriate.
- Support language development through structured activities.
- Encourage independence and participation.

Governors

- Monitor the effectiveness of EAL provision.
- Ensure equality of access and opportunity.
    - Support strategic decision-making related to inclusion.

Pupils

- Take responsibility for their learning by showing curiosity, resilience and perseverance.
- Engage actively in learning and language development.
- Demonstrate respect, kindness and compassion to others and respect linguistic and cultural diversity
- Follow routines and expectations to create a positive learning environment.
- Contribute to the school community and wider society positively.
- Complete directed homework

Parents and Carers

- Support the school's vision and values.
- Encourage positive learning behaviours at home.
- Engage with the school through communication, events and supporting learning opportunities.
- Encourage the learning of life skills in real-world contexts.
- Work in partnership with staff to ensure the best outcomes for their children.

Monitoring and Evaluation

Assessment

In line with whole-school practice:

- EAL learners are assessed on entry to establish language proficiency
- Ongoing AfL is used to inform planning and teaching
- Progress is monitored in both language and subject content
- Assessment distinguishes between language barriers and learning needs
- Pupil progress is reviewed through data analysis and pupil progress meetings

EAL provision will be monitored through:

- Assessment data and pupil progress tracking.
- Lesson observations and learning walks.
- Book scrutiny and planning reviews.
- Pupil voice.
- Feedback from staff and families.
- Findings will inform professional development and help ensure consistency and excellence across the school.
- Inform teaching and intervention strategies.
- Identify training needs.
- Ensure continuous improvement in provision.

Inclusion and Equal Opportunities

We are committed to ensuring that all EAL pupils:

- Have equal access to the curriculum.
- Are not disadvantaged due to language barriers.
- Receive appropriate support to succeed.
- Feel valued, respected and included.

Conclusion

At Holy Trinity CofE Primary School, teaching and learning are driven by our Christian vision of **life in all its fullness**. We recognise that language is fundamental to learning and belonging. Through our nurturing and inclusive approach, we enable EAL pupils to flourish academically, socially and spiritually, equipping them with the skills and confidence to succeed and contribute positively to society.

Policy Review and Approval

- **Policy to be reviewed:** Every 3 years (or sooner if required)
- **Next review due:** 05/06/2029