LANGDON
PRIMARY SCHOOL

English as an Additional Language Policy

Created October 2025

Agreed by the Governing Body 16.10.25

Due for review October 2027

Policy on English as an Additional Language (EAL)

1 Introduction

1.1 In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

1.2 Some of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

2.1 Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

3 Teaching and learning style

3.1 In our school teachers use various methods to help children who are learning English as an additional language:

3.1.1 developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

3.1.2 ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through IT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

4 EAL and inclusion

4.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4.2 We occasionally withdraw children from lessons to receive EAL support, where appropriate to the child's needs.

4.3 In the Foundation Stage, we provide opportunities for children to develop their English, for example, through play, games, action songs and IT based games or apps alongside English language lessons, and we provide support to help them take part in activities.

4.4 The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

5 Assessment for learning

5.1 Where appropriate, our school uses the QCA scales (Appendix 1) to measure the English language competence of EAL children. Assessment is informal and by observation is generally the method we use to inform planning and teaching.

5.2 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

5.3 Where appropriate, formal testing arrangement will be replicated for internal assessments.

5.4 For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.

5.5 The teaching assistants and/or interpreters support children with EAL during assessment periods, according to the test guidelines.

6 Monitoring and review

6.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Appendix 1:

A language in common: Assessing English as an additional language (QCA)

The extended scale				
	Listening	**Speaking**	**Reading**	**Writing**
Step 1	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	Pupils participate in reading activities. They know that, in English, print is read from left to right and top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
Step 2	Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.	Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.	Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.	Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
Level1 (NC) (Threshold) Step 3	With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level	Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
Level1 (NC) (Secure) Step 4	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.	Pupils use their knowledge of letters, sound and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.