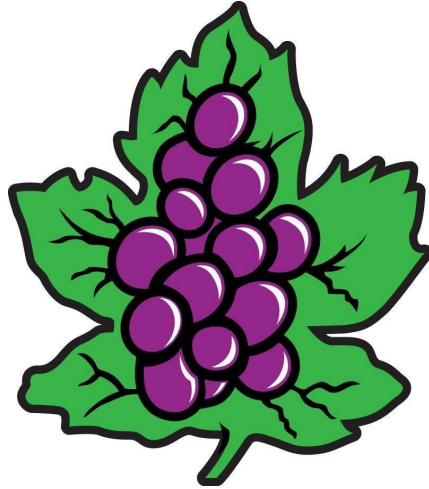


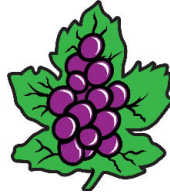


EAL POLICY

Kerem School

Approved by: Education and Standards Committee **Written:** January 2018

Last reviewed on: January 2026 **Next review due by:** August 2027



KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage)

English as an Additional Language Policy

Introduction

In our school, all our pupils 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 pupils to aim for the highest possible standards, and we take into account each pupil's individual needs and experiences.

A number of our pupils have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language. The predominant non-English first language within our school community is Ivrit (Modern Hebrew).

Pupils 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.

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.

Aims and Objectives

Underlying the National Curriculum and Early Years Foundation Stage Framework is the entitlement of all pupils to access areas of learning, and thereby acquire the knowledge, understanding, skills and 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.

The aim of this policy is therefore to help ensure that we meet all the needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and Learning Style

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

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just keywords, 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;

Ensuring their access to the curriculum and assessment by using a variety of strategies such as:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and scribes
- using the home or first language where appropriate;
- structuring worksheets or activities in an uncluttered and meaningful way with keywords translated;
- peer tutoring;
- matching activities;
- supporting staff where possible who can speak the relevant language – predominantly Ivrit;
- giving pupils time to complete tasks;

The EAL Coordinator will support staff and monitor the children's progress.

EAL and inclusion

In our school, each pupil, both of statutory and non-statutory school age is valued as a unique individual. All teachers and staff will strive to meet the needs of all our pupils and to ensure that all statutory requirements related to inclusion are met. We provide learning opportunities that enable all pupils to make good progress.

Teachers and staff strive hard to meet the needs of all pupils learning English as an additional language, and all reasonable steps are taken to achieve this.

The Inclusion team works in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the support assistant works with groups composed not entirely of EAL children.

The Early Years Foundation Stage (EYFS) supports pupils who are learning English as an additional language by providing a rich and inclusive environment that acknowledges and builds upon their linguistic backgrounds. This is achieved through several key approaches:

- **Building on prior language experience:** EYFS recognises and values the languages and communication skills pupils bring from home and the wider community. By connecting these experiences to classroom activities, children can leverage their existing knowledge to support and accelerate their developing use of English.
- **Engaging in English communication:** Pupils are offered a wide range of structured and informal opportunities to practise listening to and speaking English. This includes interactions with peers, group activities, story-time sessions, role-play, and conversations with adults, allowing children to develop confidence and fluency in authentic contexts.
- **Bilingual support for vocabulary development:** Specialist bilingual staff, particularly those proficient in Ivrit, provide targeted support to extend pupils' vocabulary and understanding in both their home language and English. This helps bridge linguistic gaps and ensures pupils are able to express themselves effectively across different contexts.
- **Celebrating home languages:** Pupils are given opportunities to hear and use their home languages within the learning environment, fostering a sense of identity and belonging. For those speaking Ivrit, specific resources and activities are integrated to maintain and develop their first language alongside English.
- **Cultural and linguistic inclusivity:** By incorporating children's linguistic and cultural backgrounds into daily activities, EYFS encourages respect for diversity and strengthens pupils' engagement with learning. This holistic approach supports not only language acquisition but also social and emotional development.

Monitoring and review

This policy is monitored by the governing body and is reviewed on a two-yearly cycle, or sooner as required.