

Jennett's Park CE Primary

English as an Additional Language (EAL) Policy



Date reviewed	
Date of Next review	
Published	
Website Status	

Jennett’s Park CE Primary School English as an Additional Language (EAL) POLICY

School Background:

Jennett’s Park CE Primary School is openly inclusive Christian school, welcoming all children from the whole community to a caring and happy environment where they can achieve to the very best of their abilities. At Jennett’s Park CE we believe that all children are unique and we encourage them to develop their strengths and creativity as individuals. We emphasise the development of the whole-learner physically, intellectually, emotionally and ethically. We wish for children to flourish and achieve under God’s Love.

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

At Jennett’s Park CE Primary School, our Christian values guide us in nurturing a community where every child is valued as unique and capable. We are committed to building **strong foundations in communication and language**, recognising these skills as essential for successful learning across the curriculum.

We celebrate the rich language diversity in our community and ensure that pupils with English as an Additional Language (EAL) are fully supported to thrive academically, socially, emotionally, and linguistically.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Rationale

Jennett’s Park CE Primary understands that early, strong foundations in language—both English and home language—are vital. Multilingualism is a strength, and home-language competence provides a secure base for additional language learning.

We therefore:

- Prioritise early language acquisition, especially in **EYFS**, where communication and language form a core aspect of our curriculum.
- Identify whether children can **understand, speak, read, and/or write their home language**, as this informs how best to support their English development.
- Ensure an additional check takes place **after Year 1**, once children have had sufficient time to develop foundational English skills and can be assessed more accurately.

Aims

We aim:

- To ensure equal access to a rich, inclusive curriculum for all pupils.
- To identify and support any pupils at risk of underachieving.
- To support parents and carers in feeling fully included in the school community.

- To develop pupils' confidence and proficiency in English as a tool for learning.
- To promote and value home languages as part of children's identity and prior knowledge.
- To ensure **EYFS pupils receive high-quality, early language foundations**, rooted in explicit vocabulary teaching, communication-rich environments, and sustained adult interaction.
- To complete a **post-Year 1 language review** to capture progress in English development and understand the evolving role of the home language.

Data Collection and Initial Assessment

To understand each child's linguistic strengths and needs:

EYFS: Early Language Foundations

Language acquisition is a **core priority** in the Early Years Foundation Stage. Staff:

- Gather detailed information on the child's languages, communication habits, exposure, and strengths.
- Identify whether the child can **speak, understand, read, and/or write in their home language**.
- Use observational assessment and early communication screening tools to ensure a strong baseline for language support.

On Entry to School

- Parents/carers complete a form detailing ethnicity, home language(s), and language use at home.
- Staff meet families to gather deeper insights into linguistic background.

Initial English Assessment

- The EAL Coordinator or a trained member of staff assesses the child's English proficiency on entry.

Language Check After Year 1

Once a pupil has completed Year 1:

- A **formal language review** is carried out to assess English progress against expected milestones.
- Home-language development is revisited to determine whether the child continues to draw on this foundation effectively.
- New support strategies are set according to findings.

Partnerships and External Support

External specialists may be involved to:

- Conduct additional language assessments
- Provide guidance for pupils with both SEND and EAL
- Offer training and updates for staff

Planning, Monitoring and Evaluation

- English proficiency and general progress are reviewed termly.
- EYFS staff closely monitor early communication as part of the prime areas of learning.
- After Year 1, findings of the language review help refine provision.
- The class teacher and EAL Coordinator collaboratively set and update targets.

Roles and Responsibilities

EAL Coordinator

The EAL Coordinator:

- Maintains accurate EAL records.

- Supports staff with assessment and planning.
- Coordinates assessments in EYFS, on entry, and after Year 1.
- Ensures the school's approach maintains its focus on **strong early foundations**.

Class Teachers

Class teachers:

- Deliver high-quality teaching with inclusive strategies for EAL pupils.
- Make EAL considerations explicit in planning.
- Monitor progress, including early speech and communication in EYFS.
- Report progress clearly to parents.

Teaching and Learning

Strategies include:

- Full inclusion in all lessons
- Clear modelling of spoken and written English
- Scaffolded support and resources
- Visual cues and dual-language resources
- Encouragement to use home language to support comprehension
- Structured talk opportunities
- Pre-teaching of vocabulary
- Consistent checking for understanding
- EYFS-specific approaches (story talk, language-rich play, repetition and modelling)

Assessment and Recording

- EYFS pupils are monitored for early language development as a priority.
- Classes keep updated lists of EAL pupils.
- A **post-Year 1 review** evaluates progress and sets future direction.
- Pupils not making expected progress receive additional targeted support.

Resources

The school provides:

- Dual-language storybooks
- Vocabulary development games
- Home-language audio resources
- Visual supports and scaffolds

Reviewed annually by the EAL Coordinator.

Policy Review

Review cycle: **Biennial**

Next Review: **June 2026**

Appendix A — Language Acquisition & Competency Framework **Appendix A — Language Acquisition & Competency Framework

Jennett’s Park CE Primary School**

This appendix outlines the school’s approach to developing strong language foundations, monitoring English proficiency, valuing home languages, and assessing progress from **EYFS through Year 1+**.

It supports and extends the main EAL Policy.

A1. Early Language Foundations (EYFS)

At Jennett’s Park CE Primary School, **language acquisition in EYFS is a whole-school priority**.

Our Early Years provision ensures:

- Communication and Language is treated as a **prime area of learning**.
- Adults create **language-rich environments** with purposeful interaction.
- Storytelling, vocabulary modelling, talk routines, and oral rehearsal are planned daily.
- Early identification takes place to note whether a child can:
 - **Understand** their home language
 - **Speak** their home language
 - **Read** their home language (if developmentally expected)
 - **Write** their home language (if developmentally expected)

This forms a baseline that informs future teaching and ensures we build **strong, secure foundations** for all children.

A2. Language Review After Year 1

At the end of Year 1, Jennett’s Park CE Primary conducts a **formal language competency check** for all EAL learners. This includes:

- Reviewing English proficiency progress across all strands (listening, speaking, reading, writing).
- Revisiting home-language competency to understand whether pupils maintain a secure linguistic foundation.
- Identifying whether the child needs additional support going into Year 2 and KS2.

This review ensures each child’s language development continues on a strong trajectory after the early years.

A3. Ongoing Monitoring from Year 1 Upwards

From Year 1 onwards, the school employs the structured **Language Competency Audit** (see Section A4) annually or more frequently if needed.

Monitoring includes:

- Academic language development
- Social communication
- Vocabulary acquisition
- Curriculum-specific language use
- Progress in both English and home language

Staff use this information to set targets, plan interventions, and ensure inclusive, effective provision.

A4. Language Competency Audit Tool (Year 1+)

Purpose

This tool evaluates a pupil’s language profile comprehensively, ensuring the school identifies strengths, needs, and appropriate support pathways.

A4a. Pupil Information

Field	Details
Pupil Name	
Year Group	
Class Teacher	
EAL Status	Yes / No
Home Language(s)	
Date of Initial EAL Identification	
Date of Audit	
Assessor	

A4b. Home Language Competency Check (Year 1+)

Skill	Evidence Source	Rating (1–4)	Notes
Understanding (Listening)	Parent discussion / observation	1 2 3 4	
Speaking	Conversation with pupil / parent insights	1 2 3 4	
Reading	Parent report / pupil demonstration	1 2 3 4	
Writing	Parent report / samples (if any)	1 2 3 4	

Scale: 1 = Minimal | 2 = Emerging | 3 = Competent | 4 = Fluent

Parent Discussion Prompts:

- What language(s) does your child use at home?
- Can your child hold a conversation in their home language?
- Do they read or write in this language?
- Do they attend community language classes?

A4c. English Language Proficiency Check

1. Listening & Understanding

Area	Evidence	Rating	Notes
Understands spoken English in routines	Observation	1 2 3 4	
Understands curriculum vocabulary	Class tasks	1 2 3 4	
Follows multi-step instructions	Observation	1 2 3 4	

2. Speaking

Area	Evidence	Rating	Notes
Uses age-appropriate grammar	Sample	1 2 3 4	
Contributes to discussions	Observation	1 2 3 4	
Uses subject vocabulary	Classroom tasks	1 2 3 4	

3. Reading

Area	Evidence	Rating	Notes
Decoding	Reading record	1 2 3 4	
Comprehension (simple)	Guided reading	1 2 3 4	
Comprehension (age-expected)	Assessment	1 2 3 4	

4. Writing

Area	Evidence	Rating	Notes
Grammar & punctuation	Samples	1 2 3 4	
Vocabulary use	English books	1 2 3 4	
Text structure	Writing samples	1 2 3 4	

A4d. Academic Language Development (CALP)

Area	Evidence	Rating	Notes
Uses academic vocabulary to explain	Curriculum work	1 2 3 4	
Can summarise learning	Oral/written	1 2 3 4	
Can justify, compare, evaluate	Tasks	1 2 3 4	

A4e. Social & Emotional Profile

Area	Yes/No	Notes
Communicates confidently with peers		
Has secure peer relationships		
Shows anxiety in language-heavy tasks		
Needs confidence-building support		

A4f. Summary of Strengths & Needs

Strengths

-
-

Needs

-
-

Targeted Support Required?

- Yes
- No

If yes, specify:

- In-class scaffolding
- Vocabulary intervention
- Pre-teaching
- TA language support
- Small group intervention
- External referral if needed

A4g. Targets and Next Steps

Short-Term (6–8 Weeks):

- 1.
- 2.
- 3.

Long-Term (Across the Year):

- 1.
- 2.

Next Review Date:

___ / ___ / ____

A4h. Pupil Voice

- How do you feel about learning English?
- When is learning easiest/hardest?
- What helps you?
- Which languages do you use at home?

A4i. Parent Voice

- Parent observations on home-language development
- Parent view on English progression
- Strengths or concerns