

MAYBURY PRIMARY SCHOOL

English as an Additional Language (EAL) Policy

Updated: Summer 2026





English as an Additional Language (EAL) Policy

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision Phrase:

Believe. Succeed. Achieve.

1. Introduction

At Maybury Primary School, all our children are valued. This applies to every aspect of their education – teaching and learning, achievements, attitudes, and well-being. We encourage all children to aim for the highest possible standards and take account of each child's individual needs and experiences.

A significant proportion of our children are learning English as an Additional Language (EAL). Their ability to access the full curriculum may be ahead of their current ability to communicate in English. We recognise the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Maybury Primary School works closely with professionals and specialist teachers to provide the most appropriate support for all pupils. A number of staff members with EAL experience work within the school. There is a strong emphasis on personalising learning to meet individual children's needs and ensuring that all groups, including EAL learners, are equally supported.

Personalisation and adaptations to the curriculum and provision ensure that every child achieves their potential and involves adapting educational provision to meet learners' needs and aspirations, helping to create independent, lifelong learners.

We understand that children are at various stages of learning English and that the needs of one EAL learner may be very different from another. All children are assessed to ascertain their proficiency in English and, where possible, in their home language.

2. Aims and objectives

We are committed to high-quality teaching, learning, and resource provision for pupils with English as an additional language and for raising the achievement of minority ethnic pupils. The school identifies individual pupil needs, recognises the skills they bring, and ensures equality of access to the curriculum.

This policy aims to help meet the needs of children learning English as an additional language, in accordance with the Race Relations Acts 1976 and 2000, and the Equality Act 2010. Our aims are:

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- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To target and support individuals or groups of children at risk of underachievement.
- To ensure that pupils, parents, and carers from all ethnic minorities feel included in the school community.
- To help pupils use English confidently and competently.
- To help pupils use English as a means of learning across the curriculum.
- To encourage EAL pupils to draw on their knowledge of other languages.

3. Data Collection

Upon entry to the school, parents/carers complete an initial entry form providing information on the pupil's ethnic origin and home languages. Foundation Stage teachers meet with parents/carers during home and school visits to gather specific information about the languages spoken or heard at home. We assess each pupil's level of English to ensure targeted support.

4. Partnership with REMA

We work in close partnership with Surrey's Race Equality and Minority Achievement (REMA) team.

The REMA team offers:

- Initial language assessments for newly arrived children
- Joint service interventions (e.g., for children with both SEN and EAL)

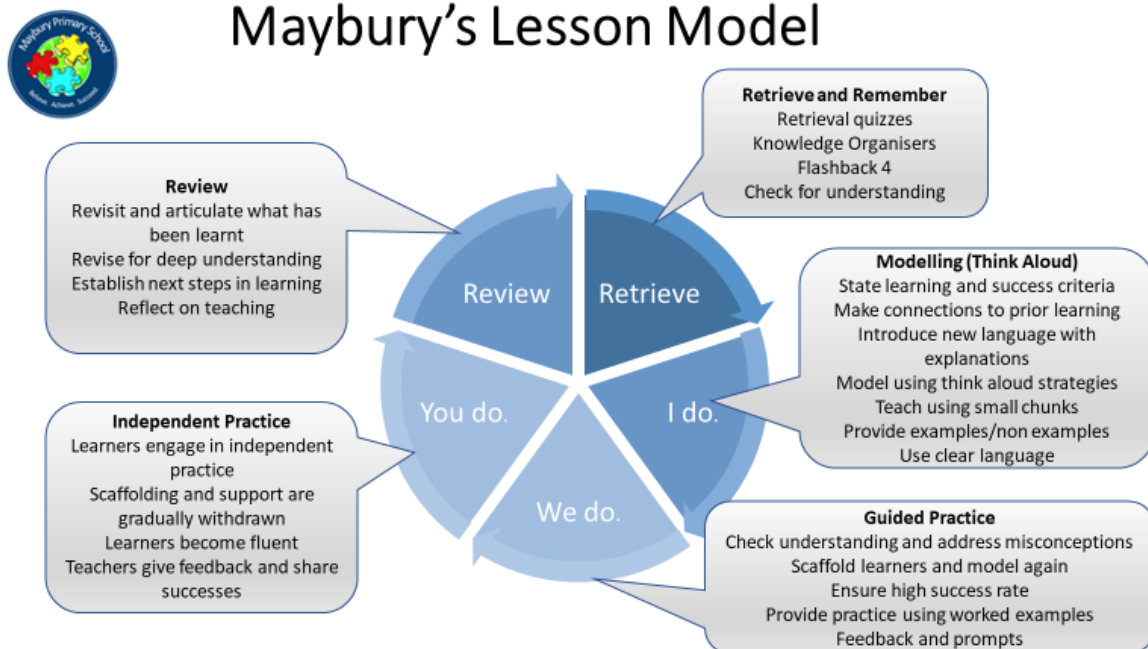
5. Teaching and learning style

At Maybury Primary School, we use various methods to support children learning English as an additional language.

We develop their spoken and written English by:

- Setting high expectations for participation and achievement
- Covering both technical and everyday vocabulary
- Explaining the different usages of spoken and written English
- Providing a range of reading materials to exemplify language use
- Creating regular opportunities for talk (e.g., bubble time, talk partners, role play)
- Encouraging connections between languages
- Employing bilingual staff
- Creating a literacy-rich environment and access to high-quality texts
- Offering context-embedded language experiences and first-hand learning
- Checking for understanding
- Giving clear, full explanations of subject-specific language
- Providing opportunities to preview complex texts
- Using consistent instructional language
- Incorporating appropriate technology and AI tools for translation and access

- Using collaborative learning resources
- Encouraging use of the home language to enhance understanding
- Assessing on entry in the mother tongue, where possible
- Pre-teaching vocabulary
- Following the Maybury Lesson Model: clear modelling, retrieval practice, guided practice, independent practice, and opportunities for review and feedback



We ensure access to the curriculum and assessment by:

- Using age-appropriate, stage-suitable materials
- Providing support through technology, video/audio tools, and translation aids
- Using the home or first language where appropriate
- Employing targeted support programmes such as *Race to English* and *TalkBoost2*

6. EAL and Inclusion

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 and Early Years Foundation Stage Curriculum. Some children with English as an additional language, particularly those who are new to English also have individual programmes of work planned by the class teacher. 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.

We follow advice from key professionals and research findings from government bodies to ensure that provision made for our pupils is up to date and appropriate to meet their individual needs.

We support children in the class with the aid of bilingual assistants, translation tools, visual aids and language aids.

In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We provide language rich environments and practical/social learning contexts to help children establish a meaningful

understanding of new terms and vocabulary. We are proud to be a diverse school where pupils and staff speak a number of languages other than English and we encourage our pupils to use their knowledge of language to welcome newcomers to the school.

The Foundation Stage supports EAL learners by:

- Building on home and community language experiences
- Providing English speaking and listening activities with peers and adults
- Offering bilingual support to extend vocabulary
- Creating opportunities to hear and read both home languages and English
- Using bilingual staff throughout the school
- Assessing on entry (in mother tongue where possible) using WELLCOMM assessments
- Using a range of EAL support materials

7. Assessment for learning

The teachers and support staff carry out ongoing recording of attainment and progress in line with agreed school procedures. Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated by the Head Teacher, Inclusion Leader and the Assessment Leader. The progress of all pupils including those with EAL is reviewed at termly pupil progress meetings.

Pupils new to the school with English as an Additional language, may be disapplied from National testing schedules if they have had insufficient access to the curriculum prior to testing or if their language needs mean that they will be unable to access the tests appropriately.

All teachers are aware of the language proficiency levels of pupils within their class and the provision being made for them is detailed on the class planning.

8. Parent Partnership

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

We aim to:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns
- ensure shared knowledge and support via review meetings and parent evenings
- consider parents' knowledge, views and attitudes
- provide parents with information on school policy, support and services
- provide information regarding assessments used by the school, other professionals and agencies and parents' rights in the assessment process
- provide and use information techniques that ensure communication is clear and hence effective
- provide access to additional information and support through our bilingual home school link worker
- work with parents on home/school projects and parent workshops to develop and model ways parents can support their child's learning
- offer education classes for parents to develop their own English language
- offer opportunities for parents to learn alongside their child including Play and learn community drop ins, Stay and Play sessions for reception and Online Safety workshops
- enlist the help of parents with home activities designed to reinforce work in school

9. Monitoring and review

This policy is monitored by the governing body, and will be reviewed on a 2 year cycle, or earlier if necessary.