

## Intent, Implementation, and Impact Statement: English as an additional language

### Intent

At the Gem Federation we have children arriving with English as an additional language, or in some cases, with no English. Our main aim is to settle the children as quickly as possible, into school life; to encourage them to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.

Our priority is to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. Our school environment promotes language development through the rich use of language. The school structure and overall ethos help EAL pupils integrate into the school whilst valuing diversity. Bilingualism is viewed as a positive and life enriching asset.

### Implementation

At the Gem Federation EAL teaching focuses on individual pupil's needs and abilities. We use the Bell Foundation Framework to support our assessment and planning. All EAL learners are assessed by their class teachers using the 5 EAL Stages on the EAL proficiency assessment framework:



Children identified as Stage A or B learners receive additional intervention, which includes target setting and termly assessment in the areas of: Listening; Speaking; Reading; Viewing and Writing. Differentiated planning is put into place to support the EAL children across the curriculum. A variety of strategies are used in the classroom to aid development of English, including:

- Adjustments to classroom organisation – for example pairing an EAL learner with a language buddy
- Use of concrete visual support such as story props, objects, 3D shapes.
- Use of online learning programmes such as: Nessy, flash academy
- Focusing on Language – for example pre-teaching key vocabulary/ concept maps
- Use of gestures, mimes, exaggerated facial expressions.
- Marking and Feedback – for example using visual or verbal rather than written feedback
- Communication with home – for example sending home additional language activities

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

### Impact

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across the school. Our EAL assessment and monitoring procedures facilitate the children's learning in all the other areas of the curriculum.

Our EAL children make expected progress at The Gem Federation. They become valuable and valued members of our school community, taking an active part in both school and after-school activities, along with wider activities. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages, and their experiences of the world.