

## English as an Additional Language (EAL) Policy

### Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language. This policy applies to all pupils, including those in the early years.

### Definition

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

### Recognition

Our school seeks 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. The school environment promotes language development through the rich use of language. The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity. Bilingualism is viewed as a positive and life enriching asset.

### Aims:

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practice and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

### Objectives:

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision



throughout the School.

- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in class conference and curriculum meetings in order to make decisions about classroom management and curriculum planning.

## Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. The pupil's needs should be identified during the admissions process:

- The Admissions Officer will report/collect information about pupil's additional language needs; this will be passed to the subject teachers.
- A meeting with the School SENDCo and the parent/carer begins the process of ongoing evaluation to meet the individual needs.
- Following the above, lessons will be planned appropriately.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. In assessment of EAL pupils, competence in English is categorised on a five point scale.

## EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

 <p><b>NEW TO ENGLISH</b></p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes.</li> <li>• Remain completely silent in the classroom.</li> <li>• Be copying/repeating some words or phrases.</li> <li>• Understand some everyday expressions in English but may have minimal or no literacy in English.</li> </ul> <p><b>Needs a considerable amount of EAL support</b></p>
 <p><b>EARLY ACQUISITION</b></p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Follow day-to-day social communication in English and participate in learning activities with support.</li> <li>• Begin to use spoken English for social purposes.</li> <li>• Understand simple instructions and can follow narrative/accounts with visual support.</li> <li>• Have developed some skills in reading and writing.</li> <li>• Have become familiar with some subject specific vocabulary.</li> </ul> <p><b>Still needs a significant amount of EAL support to access curriculum</b></p>
 <p><b>DEVELOPING COMPETENCE</b></p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence.</li> <li>• Be able to express self orally in English, but structural inaccuracies are still apparent.</li> <li>• Be able to follow abstract concepts and more complex written English.</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> </ul> <p><b>Requires ongoing EAL support to access curriculum fully</b></p>
 <p><b>COMPETENT</b></p>	<ul style="list-style-type: none"> <li>• Oral English developing well, enabling successful engagement in activities across the curriculum.</li> <li>• Can read and understand a wide variety of texts.</li> <li>• Written English may lack complexity and contain occasional evidence of errors in structure.</li> <li>• Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</li> </ul> <p><b>Needs some/occasional EAL support to access complex curriculum material and tasks</b></p>
 <p><b>FLUENT</b></p>	<ul style="list-style-type: none"> <li>• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</li> </ul> <p><b>Operates without EAL support across the curriculum.</b></p>



## **Provision**

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL and More Able Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

EAL pupils will be provided with opportunities to make good progress.

EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting. 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.

## **Teaching and Learning**

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

## **Responsibilities**

### **Admissions Officer**

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home
- From the previous school, information on level of English studied/used

### **Headteacher**

- Evaluate the policy in the first half of the Summer Term each year and recommendations discussed by the Senior Leadership Team by the end of the term.



## **SENDCO**

- Monitor the progress of EAL learners through existing Literacy/subject monitoring
- Provide support and advice to class teachers

## **Teachers**

- All involved in teaching EAL learners liaise regularly (by using faculty meeting time and INSET).
- Teachers communicate all EAL learners' progress to the SENDCO at end of each-term.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping.

As pupils progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

## **Beginner EAL learners**

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. At our School we aim for all EAL pupils to;

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level in English.

## **Teaching strategies to support EAL beginners**

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

## **Developing language and literacy skills**

In order to be fully literate, pupils need to be able to understand how we adapt our every day speech into formal, written texts.



## Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

## Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

## Learning from text

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

## Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

## Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

## Teaching strategies

- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing



## Special Educational Needs and Differentiation

EAL pupils are not children with SEND and our school recognises that most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEND provision, in addition to EAL support.

EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND & Inclusion Policy.

EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our More Able Policy.

## Communication

Parents and teachers will work together in the best interests of pupils with EAL.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

<b>Reviewed by:</b>	Dr A Russell – Head of Learning Support Mrs R Redfearn – Assistant Head (Teaching and Learning)		
<b>Date of last review:</b>	April 2024	<b>Date of next review:</b>	June 2025

