

1. Introduction

- 1.1. The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English.
- 1.2. A pupil will not be regarded as having a learning difficulty solely because the *language or medium of communication of the home is different from the language in which he or she is or will be taught.* (section 312(1), (2) and (3) Education Act 1996). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.
- 1.3. This policy refers to EAL pupils who are in need of support due to their EAL needs.
- 1.4. The EAL policy sets out the School's aims, objectives, responsibilities and strategies with regards to the needs and skills of EAL pupils who need differentiated support in class and EAL specialist support.

2. We aim to ensure that EAL pupils are able to:

- 2.1. Use English confidently and competently;
- 2.2. Use English as a means of learning across the curriculum;
- 2.3. Where appropriate, make use of their knowledge of other languages;

3. Responsibilities of the School:

- 3.1. To have a clearly outlined EAL policy;
- 3.2. To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the School;
- 3.3. To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum and are fully integrated in school life;
- 3.4. To identify pupils with EAL, assess their needs and skills, give appropriate support, monitor their progress and to intervene should this progress fall below expectations;
- 3.5. To equip staff with the knowledge, skills and resources to be able to support and monitor EAL pupils, and training in planning, teaching and supporting EAL pupils is available to staff;
- 3.6. All involved in teaching EAL pupils liaise regularly and relevant information on EAL pupils reaches all staff;
- 3.7. Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-Bullying Policy;

4. EAL Assessment

Eaton Square School offers EAL support to pupils in the School, who are new to the English language or new in the UK; have basic or limited English or need some differentiated literacy support due to their EAL needs.

When a bilingual/multilingual pupil first joins Eaton Square School, the EAL coordinator/EAL teacher meets them to determine the pupil's command of the English language. Various tests are carried out in an informal situation to take the pressure off children.

The aims are to test the four language skills - reading, writing, listening, and speaking - by testing word recognition, sound discrimination, grammar knowledge, oral comprehension and expression, spelling and writing skills.

Pupils perform simple operations such as selecting key information, writing words and phrases in gaps, answering open-ended questions, matching activities, putting picture stories in order, giving information about themselves, describing a picture or their daily routine etc.

It is vital to highlight the pupil's strong points as well as the weaker areas they need to work on in order to encourage and further motivate them.

The EAL coordinator/EAL teacher discusses with the class teacher if EAL specialist lessons will be beneficial for the pupil. If all agree, then the EAL coordinator contact the parents and explains to them the EAL support system in the school, the relevant charges for the EAL specialist lessons and suggests ways how to support their children at home.

The EAL lessons are specialist lessons, provided by a specialist EAL teacher, and can be either individual or in small groups depending on the pupil's age and their level of English.

We have an EAL Charging Policy, which clearly sets out the type of support available and the relevant charge for it (please refer to a separate doc "EAL Charging System").

The EAL Coordinator/EAL teacher discusses the EAL pupils' progress with the class teachers on a termly basis.

At the end of each term, all teaching staff and the EAL teacher highlight and date the pupil's achievements on an EAL Progress Tracking Sheet, which shows the pupil's progress during each term.

5. Admitting New Bilingual/Multilingual Pupils (*in progress*)

We try to collect and record the following additional information:

- Country of origin;
- Date of arrival in the UK;
- Pupil's first language;
- Pupil's level of English;
- Other languages spoken at home;
- Pupil's level of literacy in these languages;
- Pupil's educational background;

6. Responsibilities of the EAL department include:

- Identifying the presence and needs of EAL pupils;
- Assessing, tracking and monitoring the progress of all EAL pupils who need support;
- Devising EAL programme appropriate for the age, needs and level of English of the EAL pupil and also covering basic maths vocabulary.
- Offering EAL support to EAL pupils during school hours, either individually or in small groups, in or out of the classroom;
- Timetabling EAL lessons;
- Resource provision - collecting, suggesting, modifying or designing specific resources to support the learning of EAL pupils;
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum;
- Maintaining and updating an EAL register;
- Managing EAL data;

7. EAL Record Keeping

The School maintains an EAL pupil register, which identifies EAL pupils who need support due to their EAL needs, e.g. individual, in groups, in or out of class.

Each pupil on the EAL register will have an EAL profile (*in progress*).

The EAL Profile consists of the following (*in progress*):

- EAL initial tests and Initial EAL Initial Assessment Report;
- EAL Initial Pupil Profile;
- samples of class work;
- EAL Progress Tracking Sheet, which tracks pupils' progress in the 4 key language areas (reading, writing, listening and speaking); it identifies their achieved levels and indicates the next level or target to work towards (kept on school's shared area);
- any tests and unaided EAL written work;

8. Teaching and Learning strategies;

All teaching staff will:

- Plan for and provide appropriate stimuli for language development;
- Provide appropriate differentiated activities and extra support, where necessary in whole class and small group sessions;
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons;
- Consider our own language use and provide suitable contextual clues for EAL pupils;
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school's culture that our EAL pupils are familiar with;
- Plan for and provide specific time for support for pupils with EAL needs;
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels);
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills;
- Provide good language role models for social interaction in learning activities;

- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils, e.g. writing frames;
- Provide a secure, but intellectually challenging learning environment;
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc);
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners;
- Encourage parents' participation in EAL pupils' learning;

9. Role of Teaching Staff

All teaching staff are responsible for language teaching; children learn another language best when they are engaged in learning and not just when they are taught English alone.

EAL pupils should be given supported access to schoolwork at an appropriate level.

There are various ways in which this is achieved:

- Teachers need to be aware of pupils' language needs and the importance of using accessible language in the form of clear worksheets/texts, and visual support;
- Information on new topics should be sent home in advance where words can be translated and practised with parents in the home language;
- Use a buddy system wherever necessary;
- Write a routine for the day on the board;
- Display maps and have multilingual displays;
- Use bilingual books and dictionaries where appropriate;

10. Placement in classes/teaching sets

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement.

EAL pupils:

- Have access to the whole curriculum;
- Are taught with their peers;
- Are placed in groups where they will see models of good behaviour;
- Are placed in groups with fluent English speakers who will provide them with good language models;
- Are placed in as high a set as possible i.e. with their intellectual/academic equals;
- Are not automatically placed with Learning Support pupils;

11. Speaking English in School

While the school will always acknowledge and plan for the needs of all EAL pupils, Eaton Square School always encourages pupils to speak English in lessons and at lunch times. There is a support system in lessons, whereby the EAL pupil will have one or two allocated 'buddies' who they can talk to in their home language to explain instructions and pass on information as necessary. In social situations (garden or park) pupils should be allowed to speak in their home language to foster and encourage social interaction.

12. Partnerships with Parents

Good relationships with parents are essential if the EAL pupil is to succeed. Parents should be made aware of the difficulties their child is facing and the time frames for learning English should also be outlined. Parents are an invaluable resource in helping children continue and expand their cognitive development, while they are learning English at school. Where appropriate, the EAL Coordinator/EAL teacher and/or the class teacher should give suggestions on how to help the EAL pupil at home.

13. Ideas for helping children at home:

- Play dates with English speaking children to provide good language models;
- English versions of child-friendly and educational computer games and board games; educational programmes on TV, e.g. CBBC
- Story tapes and CDs in English;
- Translating concepts learnt at school into home language;
- Exploring upcoming topics in home language before discussing and learning in class;
- Speaking/Talking Dictionaries;
- Reading books in English and in the home language;

14. Note

14.1. Any concerns about the wellbeing of a pupil with EAL should be referred to the relevant members of staff

14.2. If the school has reasons to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the SEND policy.

14.3. The following members of staff are responsible for the provision for pupils for whom English is an additional language:

Iva Miteva, EAL Coordinator

Mary Phillips, EAL teacher, Yr 2 – Yr 8

Maria Goodson, EAL teacher, Nurseries-Rec-Yr 1

The EAL policy is reviewed every two years.

Last updated: 14/01/2016

By: Iva Miteva, EAL Coordinator, Minerva Education

Appendices:

Appendix 1: Strategies for supporting EAL pupils in class;

Appendix 2: EAL Levels

Appendix 3: EAL or SEN

Appendix 1:

Strategies for supporting EAL pupils in class

Staff use support strategies to ensure curriculum access:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support-repetition, alternative phrasing, peer support;
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- Writing frames;
- Opportunities for role play;

Information on new topics should be sent home in advance where words can be translated and practised with parents in the home language.

- Pupils receive regular feedback from staff;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate;
- Where possible, learning progression moves from concrete to abstract;

Appendix 2:

EAL Levels

Why assess English as an additional language?

The on-going and continuous assessment of a child's proficiency in English as an additional language needs to be done through specific EAL levels for a number of reasons:

- other English levels measure the attainment of learners in English as a subject and not the level of language proficiency in English as an additional language across the curriculum;
- A teacher needs to know what level of proficiency in the use of English a pupil has in order to effectively assess, plan and monitor the pupil's progress in the curriculum.

The **EAL levels** are used for **continuous assessment** of a bilingual learner's English language development. They:

- Are used to **track the progress** of children from different ethnic and language backgrounds.
- **Inform and monitor** the impact of interventions designed to address the needs of bilingual children.
- Are used to **plan, set targets and decide on the appropriate support** needed to meet the language development needs of the children.

Please see a separate document for EAL levels

Appendix 3:

EAL or SEN

Triggers for Concern

- Language acquisition progress below expected norm;
- Unusually slow work rate compare with peers;
- Little response to peer or teacher intervention;
- Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression;
- Poor listening and attention skills;
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing;
- Very low baseline assessment;
- Poor ability in first language;
- Inability to acquire basic number concepts;
- Parent expressing concern over pupil's school progress;
- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects;
- Emotional and behavioural difficulties;