

# English as an Additional Language Policy



<b>Author:</b>	Aaron Wanford (Headteacher)
<b>Date:</b>	November 2021
<b>Review Date:</b>	November 2023
<b>Ratified by:</b>	<i>Rachel Leach</i> – Chair of Governors <b>Date:</b> 15/11/2021
<b>On behalf</b>	Local Governing Body

## Introduction

All pupils need to feel safe, accepted and valued to learn. For pupils who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, education against racism and promoting language awareness.

The purpose of this policy is to outline the academy'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.

## Local Context

- In the surrounding areas of Green Ridge Academy and the Berryfields estate, EAL pupils come from a variety of backgrounds. Some are from well-established communities such as Polish and Pakistani, while others are new to the language and culture of this country.
- The academy bases numbers of EAL children on parental acknowledgement that English is an additional language upon admission to the academy.

## Recognition

Our academy 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 academy context, where pupils are educated with their peers. The academy environment promotes language development through the rich use of language. The academy structure, pastoral care and overall ethos help EAL pupils integrate into the academy whilst valuing diversity. Bilingualism is viewed as a positive and life enriching asset. Parents and prospective parents will be provided with the particulars of our EAL provision.

## Key Principles of additional language acquisition

- EAL pupils are entitled to access the academy curriculum and programmes of study and all teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the academy environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

## Identification and Assessment






Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from meetings or conversations with parents/guardians;
- Information from initial baseline assessments; and
- Information from a previous setting.

Whenever possible, assessment is undertaken as a partnership between the class teacher, Director of Inclusion, 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>A</b> NEW TO ENGLISH</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>B</b> EARLY ACQUISITION</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>C</b> DEVELOPING COMPETENCE</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>D</b> COMPETENT</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>E</b> FLUENT</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 SEN, EAL and Higher Learning Potential 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. Where appropriate, we will assess understanding in the home language to inform an assessment judgement in the early stages of English language learning.

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 academy 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 and/or interventions to aid their language needs.

## Teaching Strategies

- Classroom activities have clear learning intentions and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Visual aids are included around the classroom e.g. visual timetable, visual labels on drawers etc.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

## Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- When planning for EAL pupils, staff consider how to meet their needs through Quality First Teaching and appropriate differentiation and teaching strategies (see below).
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

## Materials

Our academy provides (where needed) appropriate materials such as dual language text books, dictionaries and key word lists, in addition to materials to support the EAL induction process, such as board games involving key language. I.C.T. and story props also give crucial support.

## Monitoring and Recording

### Class teacher

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.

An individualised plan for all EAL pupils assessed as having a competency in English at Stage A, B or C may be required. This is reviewed on a termly basis.

### Director of Inclusion

The Director of Inclusion collates information and arranges a baseline for EAL pupils. A register of EAL pupils (identifying stages) is maintained centrally by the academy and monitored by the Director of Inclusion.

## Special Educational Needs and Differentiation

EAL pupils are not children with SEN and our academy recognises that most EAL pupils needing support with their English do not have SEN 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 academy SEN 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 SEN/D 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 Pupils with Higher Learning Potential Policy.

## Parental/Community Involvement

Parents and teachers will work together in the best interests of pupils with EAL. Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if there is a specific plan in place.

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.