English as an Additional Language (EAL) Policy D20

Dolphin School Trust

inc. Noah's Ark Nurseries

Reviewed by:	Lucy Price (Headteacher)
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Purpose
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 (EAL).

Definition

In defining EAL we have adopted the following definition:
'An EAL pupil is a pupil 'exposed to a language at home that is known or believed to be other than English.' (DfE definition of an EAL pupil).This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

A learner of English as an additional language (EAL) is a pupil whose first language is other than English. If a child was exposed to more than one language (which may include English) during early development, the language other than English should be recorded, irrespective of the child's proficiency in English. Pupils will be identified as EAL learners based on information provided by their parents or carer.

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;
● Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Introduction

The teaching and learning achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards and do this through taking account of each child's life experiences and needs.

In most cases, EAL children are best supported in their progress in English alongside their peers within the mainstream classroom.

Children who are learning English as an additional language 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.

The school promotes equality of opportunity and anti-discriminatory practice and ensures that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our school.

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

Aims and objectives
The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in

our school. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an
additional language.

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 practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.
- Contextual safeguarding: recognising that EAL children are more vulnerable, and information shared by parents and outside agents is crucial and enables us to identify and address risks more effectively, potentially preventing harm.

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.

School/Class Ethos

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 structure, pastoral care and overall ethos aim to help EAL pupils integrate into the school whilst valuing diversity. Children that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

- Classrooms are to be arranged to be socially and culturally inclusive;
- Teachers recognise the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual;
- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a pupil appears orally fluent.

Teaching and Learning Style
In our school, individual class teachers take action to help children who are learning English as an additional language through developing their spoken and written English by:

• ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
• explaining how speaking and writing in English are structured for different purposes across a range of subjects;
• providing a range of reading materials that highlight the different ways in which English is used;
• ensuring that there are effective opportunities for talking, and that talking is used to support writing;
• encouraging children to transfer their knowledge, skills and understanding of one language to another;
• building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

We ensure access to the curriculum by:
• differentiating through use of accessible texts and materials that suit children's ages and levels of learning;
• providing support through ICT, video or audio materials, dictionaries and translators;
• using the home or first language where appropriate

In most cases, we do not withdraw children from lessons to receive EAL support. The class teacher, SENDCo and EAL lead and/or learning assistant support(s) the individual child. A 'buddy' system is also used in our approach to provide support where necessary. A child may be taken out of lessons for extra one-to-one language tuition if it is considered to be a necessary intervention; for example if they join the school unable to speak any English.

In our school we help children who are learning English as an additional language by:

• building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
• providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
• where possible, and with the support of the parents, providing bilingual support to extend vocabulary;
• where possible, and with the support of the parents, providing a variety of reading materials in the children's home language as well as in English;
• where possible, and with the support of the parents, providing opportunities for children to hear their home languages as well as English.

Assessment

- Assessment of EAL Learners (Revised)Assessment of EAL learners is a continuous and multi-faceted process that informs planning, teaching, and support. It aims to identify pupils' language proficiency levels, monitor progress, and ensure access to the full curriculum
- Initial Identification- During the admissions process, the Admissions Officer gathers information on the pupil's home language(s), previous schooling, and English language exposure.
- A meeting with the pupil's teachers and the parent/carer begins the process of ongoing evaluation to meet the individual needs.
- The SENDCo conducts an initial assessment using a recognised EAL proficiency framework (e.g., Bell Foundation EAL Assessment Framework or NASSEA Steps).

- Following the above, lessons will be planned appropriately.
- The subject teacher will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the SENCo at the end of each term.
- Ongoing Assessment- Teachers use formative assessment strategies to monitor language development across the four domains: listening, speaking, reading, and writing.
  - EAL learners are assessed termly using classroom-based evidence, observations, and language-specific assessment tools.
  - Teachers track progress using language proficiency scales and adapt instruction accordingly.
- Individual Support Plans- If a pupil requires targeted support, an EAL Individual Education Plan (IEP) is created in collaboration with the SENDCo and includes language targets, strategies, and review dates, and is shared with parents and relevant staff.
- Use of First Language: Where appropriate, pupils may complete assessments or demonstrate understanding in their first language, especially during the early stages of English acquisition.

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.

Access and Support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Learning Support Assistant in the classroom.
- Where necessary, withdrawal of support may take place.

Responsibilities

Registrar
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;
- Details of curriculum at previous school.

Headteacher
Evaluate the policy in the first half of the Summer Term every 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

- Provide an EAL IEP to monitor termly progress with specific Literacy targets

Teachers
- All involved in teaching EAL learners liaise regularly in staff meetings.
- Teachers regularly communicate all EAL learners' progress to the SENCO.
- 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 where appropriate.
- 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.

Monitoring progress
- The monitoring of pupils' progress is shared between all teachers, learning support workers and the School SENDCo
- Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.
- Supporting the EAL Policy

Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium term plans, teachers should consider the following questions:
- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

The role of class teachers is to:
- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

Language and literacy experiences of EAL learners
- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
- Some pupils have SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

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 the Dolphin 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; Google translate if required
- 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 everyday 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 picture books aloud to pupils
- Sing action songs- particularly nursery rhymes to young children
- 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
- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- 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

Policy review

This policy is reviewed annually by the Headteacher and the school's SENDCo.