



English as an Additional Language (EAL) Policy

Date: May 2021

Review date: May 2022

Approved by Advisory Board: May 2021

Linked with other policies:

- Safeguarding Policy incorporating Child Protection
- Anti-Bullying
- Special Educational Needs
- Equality Statement
- Marking

Signed:

A handwritten signature in blue ink, appearing to read 'S. Day'. The signature is written in a cursive style with a horizontal line at the end.

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
1	May 2021		No changes

This policy is concerned with bilingual learners (hereafter referred to as EAL learners) at All Saints School who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes.

****Bilingual ... the term is currently used to refer to students who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages (Cited in Hall, D 1995, - Assessing the Needs of Bilingual Students, London, Fulton).***

1. Aims for EAL provision

- To create a welcoming and supportive environment which encourages EAL students to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL students and use these to enrich the learning of all students.
- To develop the oral and literacy skills of EAL students so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

We believe that students learning English as an additional language are entitled to the full ASL programmes of study and all teachers have a responsibility to develop the use of the English language within their subject context.

2. Achievement objectives

- To ensure that all EAL learners participate in and gain access to mainstream and National Curriculum provision.
- To support EAL learners in their acquisition of English language skills across the curriculum.
- To ensure that EAL learners attain in all subjects at a level appropriate to their cognitive ability.
- To assess and monitor progress in the acquisition of English as an additional language for all EAL learners.
- To provide training for subject/class teachers in strategies that will address the needs of EAL learners.
- To develop home/school/community links and ensure that this is a strength of our community.

3. Context

EAL learners at ASL may come from a range of ethnic backgrounds and have a variety of language and literacy backgrounds and needs. Some students may arrive at school having had a certain amount of exposure to the English language and the local culture; others are newcomers to both. Some students may have developed literacy skills in their home language; others are pre-literate. Some students have comparable schooling to their age equivalent peers; others may have experienced interrupted or no previous education.

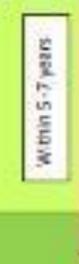
4. EAL and SEN

Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of EAL learners are not identical neither are they mutually exclusive.

5. Assessment/Competency

It should be recognised that EAL learners can make rapid progress in acquiring English but also to be fully competent in the use of academic language for learning can take up to 10 years. The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language. Careful assessment should be undertaken by EAL support staff to ensure that the learning needs of all EAL learners are met. Other assessment should comply with procedures used for all other students. Care should be taken to ensure that assessment is not culturally biased against students from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups. Care should also be taken when assessing EAL learners who might also have Special Educational Needs (SEN). The numbers of these students should be in the same proportion as found in the monolingual population.

We will use the DfE codes where proficiency in English is required (i.e. language is recorded as anything other than 'English' or 'Believed to be English'), it is expected that schools will assess the position of their EAL students against the 5-point scale and make a 'best fit' judgement as to the stage the student is at:

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A) 	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language Holds pen correctly – begins to form letters, then words. Writes some HPW words Can draw and label diagrams Begin to write simple sentences
	Step 2				
Early Acquisition (Code B)	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text Identifies dialogue in texts Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense, and some simple past tense Range of vocabulary including some conjunctions.
	Step 4	Understands some teacher questions with visual support			
Developing Competence (Code C)	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
	Step 6	Active listener asking for clarification Follows gist of teacher talk with limited visual support	Plurals, articles, pronouns and prepositions		
Competent (Code D) 	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience
Fluent (Code E)	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.

6. Language, Learning and Progress

All students have curriculum learning needs. EAL learners also have language learning needs. Language is best learned in a meaningful context - the mainstream classroom. EAL learners should be encouraged to use their home language in the learning environment. The richness of linguistic diversity should be celebrated through the curriculum. Knowledge and understanding of other cultures can be enhanced for all students by drawing on the experiences of EAL learners and integrating this into the curriculum. The best progress in language learning is made when subject/class teachers and EAL support work closely together and with the co-operation of the students themselves and their parents. It is evident that the progress of EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore essential that we value and celebrate cultural and linguistic diversity.

7. Admissions

All Saints School operates an Equal Opportunities policy for the admission of all students. The school takes advice from the Local Authority (LA) as to the appropriate resources and facilities that may be needed for the integration of EAL students into All Saints School. When learning needs due to EAL are identified upon admission, students' needs will be assessed and arrangements for suitable support will be made.

8. Support:

Students with EAL will be monitored and supported in a variety of ways during their time in school.

- Advice and resources given to class teachers to aid their support of the student in lessons
- Resources such as key word lists, mini dictionaries etc given to the student
- In-class support by teacher\ designated EAL support teacher/ teacher assistant
- Withdrawal for individual\ small group work
- Paired reading

Roles and Responsibilities

The lead for EAL takes the responsibility to do so in the following areas:

- to manage the EAL referral system, ensuring that information pertaining to student needs is collated and disseminated accordingly
- to manage the provision of additional EAL support, whether 1:1, small group or in-class support, and staff the support sessions accordingly
- to provide training for staff in teaching EAL students, as necessary maintain the EAL Register and update staff as necessary
- to coordinate EAL training for staff
- to mark any EAL assessments for prospective students
- to interview prospective EAL students

- to coordinate the assessment of new EAL students
- to analyse and report to the Headteacher and Directors on public examination results detailing strengths and areas for development, and outlining any actions and/or plans to address areas for development
- to administer the department budget
- to ensure that appropriate work is set on a regular basis and marked in accordance with school policy
- to ensure that assessed work is marked on a regular basis in accordance with the school marking policy
- to coordinate the dissemination of information to parents for whom English is an additional language
- to line-manage the home school liaison officers and produce termly reports

EAL learners in the mainstream classroom

Teaching staff need advice and guidance on strategies to support teaching and learning in the classroom relating to our EAL students and to produce differentiated resources.

Some of the key features of EAL pedagogy that all teachers are expected to include in their classroom practice can be summarised in this way:

- Make the verbal curriculum more visual.
- Make the abstract curriculum more concrete.
- Develop interactive and collaborative teaching and learning styles.
- Think about the language demands of the curriculum (oral and written) and provide models.
- Use drama and role play.
- Provide opportunities for exploratory talk.
- Ensure home languages are valued and used.
- Provide opportunities to talk before writing.
- Support through key phrases and structures rather than key words.

9. Respect

We value and respect the first language of our EAL students and, where appropriate, students are actively entered for GCSE examinations in community languages.