

# English as an additional language (EAL) Policy

ReFocus



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## 1. Aims and objectives

To promote equality of opportunity for all learners for whom English is an additional language.

To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

To ensure EAL pupils reach their full potential.

## 2. Vision and values

To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.

To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.

To promote and encourage the development of the children's first languages to facilitate concept development in tandem with their acquisition of English.

To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.

To use key visuals and other strategies to support children's access to the curriculum.

To ensure that language and literacy are taught within the context of all subjects.

To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.

To actively liaise with parents to help them to support their children's learning.

To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.

To ensure that EAL pupils are assessed in their first language where possible and where appropriate.

To seek first language assessment to ensure the accurate identification of SEN.

To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.

To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.

To celebrate multilingual skills and promote linguistic diversity with all pupils.

## 3. The responsibilities of EAL teachers are:

- The induction of newly arrived students.

Conducting initial assessments of students with EAL.

Teaching small groups of students with EAL.

Providing classroom support.

Liaising with teaching staff.

Advising on strategies to support and include students with EAL.

Providing advice regarding inclusive curriculum materials.

Advising on ways to differentiate work for students with EAL.

Encouraging and supporting students to maintain and develop their first language.

Facilitating students' use of first language national examinations.

Developing relationships between the school and parents of students with EAL.

Securing and providing training to ensure staff development, including INSET courses.

Acting as consultants to staff on language-related issues.

Acting as consultants to staff on equal opportunity and race equality issues.

## **4. 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 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?

## **5. 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.

## 6. 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 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 demand of the curriculum increase and pupils need to develop a wider range of language skills, 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.

## 7. 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. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;

Develop oral fluency quickly

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, Modern Languages, 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 another 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, realia)
- Develop card sorting, sequencing, and matching activities

#### Developing language and literacy skills

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 aloud to pupils
- Teach pupils how to find their way around textbooks 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 pupils 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

#### Working with parents and carers

### **8. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL.**

To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.

- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## 9. Monitoring progress

11.1. The monitoring of students' progress is shared between all teachers, both mainstream and EAL support.

11.2. Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems.

11.3. Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

## 10. Policy review

This policy is reviewed every two years by the teacher responsible for EAL students and the headteacher.

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