



English as an Additional Language (EAL) Policy

2019-2021



Agreed by:	Governing Body	
Review date:	December 2021	

English as an Additional Language Policy (EAL)

Everyone at Adderley Primary School has the right to an outstanding education. As a Rights Respecting School, our English as an Additional Language Policy has been developed in line with the articles in the UNCRC.

It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the school.

This policy is a statement of Adderley Primary School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism through Cultural Diversity Days. (Refer to school Equalities Policy)

A Leading Aspect Award: To stimulate and engage EAL learners across the curriculum, enabling them to make accelerated progress has been awarded.

Curriculum Intent

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

The Context of Adderley Primary School

At our school, there are approximately 32 languages spoken in the family home.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry with an assessment proforma
- Pupil's past school
- Pupil's spoke language ability in English

A member of the SLT is nominated to have responsibility for EAL.

Key Principles of Additional Language Acquisition

1. EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
2. 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.
3. Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.
4. 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.
5. 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.
6. The vast majority of Adderley's children are on the EAL Register. Children who are assessed as A, B or C are on a bespoke register and their abilities closely monitored through interventions, EAL support and targeted teaching. Children in years 4-6, who are assessed as either A or B have intense interventions on the EAL Core Skills with the EAL teacher every morning. They are monitored every six weeks on their progress and ability to go back into class.
7. Workshops are delivered to parents every year by the Language Lead to equip parents to support their child at home.
8. Parent Support Group can meet once a week with an EAL teacher.

Our 5 Stage Model for Language Acquisition

A. New to English

A child may:

- Use first language for learning and other purposes.

- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

B. Early Acquisition

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in English, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

C. Developing Competence

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

D. Competent

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

E. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment of newly arrived EAL A, B or C Pupils

- Pupil to be grouped with supportive role models in class.
- Assessments to be carried out in first week.
- Each pupil needs to be assessed through an unaided piece of writing (using appropriate writing criteria), reading of High Frequency Words (Rec/Y1/Y2 as appropriate), Letters & Sounds Assessment and basic number and calculations in line with Educator Y1 expectations (or EYFS development bands for Reception pupils).
- Pupils identified as A or B are assessed against the Birmingham Literacy Toolkit by the Intervention team.
- Pupils assessed as EAL level A,B or C are placed on the EAL Register.
- Staff have the opportunity to discuss pupils' progress, needs and targets via weekly planning meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored.

- Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- EAL Case Studies are kept for target pupils.

Implementation

Planning, Monitoring and Evaluation

- Core EAL Skill Targets for EAL pupils are appropriate, challenging and reviewed on a half termly basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- EAL Instructor interventions are set and evaluated every four to six weeks. (See Action Plan)

Teaching Strategies and Pedagogical Approaches

The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning.

The teaching at Adderley Primary School is based on the Early Years Outcomes and the National Curriculum for Key Stage 1 and 2.

The EAL Core Skill targets are based on the level of the pupil's reading, writing, maths and speaking and listening across the curriculum for A and B pupils.

Communication is the main principle in the EAL lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary. EAL children have regular Drama sessions linked to the REP theatre and Music lessons delivered by the Music teacher.

Materials

Our school provides appropriate materials such as Clicker 7, Clicker 7 New to English App, dual language textbooks, dictionaries and visual key word lists. Videos, maps, iPad Apps and story props also give crucial support.

Displays and resources reflect linguistic and cultural diversity.

Personalisation of Learning to Meet an Individual A and B Pupil's Needs

The EAL teaching at Adderley Primary School focuses on individual pupil's needs and abilities by the EAL Instructors. Each child has their own EAL Core Skill booklet and Educator Targets which are reviewed every half term. An Action Plan sets out the interventions for each child and is monitored half termly by the SLT. The EAL Instructors receive training every week from the EAL Lead.

Differentiated planning is put into place to support the EAL children across the curriculum. In Maths the planning is differentiated according to the children's previous education and knowledge and targets are being set to fill the gaps in their knowledge.

There is 1 EAL teacher and 1 EAL Instructor to support EAL within the curriculum.

Staff use support strategies to ensure curriculum access for C, D & E Pupil's Needs:

- 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, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- Clicker 7 and Clicker 7 new to English App.

Language Ambassadors

Language Ambassadors (children who are articulate in their home language and English) support learning in the classroom and translate to children during their induction. Weekly meetings are held where the Language Ambassadors receive training and coaching on how to support their language partners. They organise activities during play times, which use their home language and involve children from across the school.

Language Buddies

When a new child arrives in school they have an allocated Language buddy, who ensures that the pupil's pastoral needs are met.

EAL with Disabilities and/or, Special Educational Needs and those who are More Able

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to school's DSEN provision. EAL pupils identified as More Able have equal access to school's provision. (See DSEN and More Able Policies)

Parental/Community Involvement

At Adderley we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Utilise Language Ambassadors to support newly arrived parents.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home with language games.
- Provide a Parent Support Group once a week with an EAL teacher.

Adopted by Governors on _____

Signed by Chair of Governors _____

Date _____

Review Date _____