



High March

EAL POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites	
www.education.gov.uk	
www.eal.britishcouncil.org	
www.naldic.org.uk	

High March

English as an Additional Language (EAL) Policy

The term EAL is used when referring to pupils whose main language at home is a language other than English. At High March we work to ensure that each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, sexual orientation, gender reassignment, age or ability, should reach their full potential in an inclusive environment where happiness and security are a priority. This policy also applies to the Early Years Foundation Stage (EYFS).

Aims

- To identify pupils who have English as an Additional Language
- To monitor their progress
- To ensure that the teaching encourages all EAL pupils to progress academically and to intervene should this progress fall below expectations
- To ensure that EAL pupils are fully integrated in school life

On Entry

When parents first visit High March they spend time with the Headmistress discussing the needs of their child and the languages spoken and written at home. The additional languages a child speaks or hears in the home are noted on the holistic register.

Teachers who have a pupil with EAL will be informed when she joins their class. All staff will be informed at the earliest staff meeting and EAL pupils will be on the agenda of subsequent staff meetings.

The Head of Learning Support (SENDCO) can carry out an EAL assessment if the child appears to have poor English and can advise on appropriate strategies.

Having EAL does not mean that the pupil has Special Educational Needs. The Learning Support Department can offer individual or group tuition to help a pupil who is experiencing language difficulties, as pupils may be at different levels of attainment in speaking, listening, reading and writing. **If necessary, the Head of Learning Support (SENDCO), who has a TESOL qualification, can offer an introductory course for any pupil who does not have a basic level of English, but parents may have to find an outside tutor if spaces are limited.**

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned

for, with attention both to initial access, subject specific words and to extension.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed, but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language.
- Literacy in home language enhances subsequent acquisition of EAL.
- The School values all languages, dialects, accents and cultures equally.

Teaching and Learning

EAL teaching and learning takes place within the mainstream and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum.

At High March we endeavour to make effective, personalised provision for pupils who have EAL. We understand it can take a newly arrived EAL learner two years to learn conversational English. However, it will take a lot longer to acquire proficiency in an academic language. It can take some years before an EAL learner operates on a par with their monolingual peers.

If the child enters at Junior House level, the child may benefit from traditional nursery rhymes, stories and counting rhymes if this has not been done in the home.

The child should be encouraged to share his or her language and culture with class mates. Speaking should be a priority as the child needs to speak and self-correct to improve his or her language ability. Parents should be encouraged to obtain audio books from the library so that the child can hear spoken English as sometimes parents have poor English accents when reading and speaking to their child.

Planning and Differentiation:

- Plans will identify individual subject demands and provide differentiated opportunities for EAL pupils.
- Where appropriate, teachers may plan activities for individuals or groups of children with EAL.
- Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, use of language or forms of text.
- Classroom activities are carefully structured and focused.
- Classroom activities have clear learning objectives and appropriate support

resources are deployed to ensure that pupils are able to participate in lessons.

- Staff review groupings and seating arrangements to enable EAL learners to have some access to strong English language peer models.
- Where appropriate pupils may be supported by a Classroom Assistant in the classroom.
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in School, withdrawal support may take place for a set period of time to address specific language or learning focus.
- Enhanced opportunities are provided for speaking and listening.
- Teachers are effective role models for speaking, reading and writing.
- Teachers provide additional verbal support – repetition or alternative phrasing.
- On occasion teachers use additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Discussion is provided before and during reading and writing activities.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.
- Work from across the curriculum is taken into account when judging the overall level of achievement in speaking, listening, reading or writing.
- Teachers understand language is all about communication and is best learned in context. In an integrated curriculum, pupils learn language, learn through language and learn about language.
- Teachers recognise that bilingual pupils have strengths and building on them will be more effective than those that are built on their weaknesses.

Special Educational Needs and Able, Gifted and Talented Pupils:

We recognise that most EAL pupils needing additional support do not have SEN needs. However, should SEN be identified during assessment, EAL pupils will have equal access to school SEN provision. Similarly, the School recognises that there may be EAL pupils who are able, gifted or talented even though they may not be fully fluent in English.

Responsibilities across the school in relation to EAL:

The Headmistress is pivotal in providing leadership. Her role is to ensure that:

- An EAL strategy features prominently in the school curriculum.
- There is regular and effective liaison between everyone involved in teaching EAL learners.
- Information on all pupils' performance is collected systematically.

The governing body, working with the headmistress, should ensure that the School's curriculum takes account of:

- The needs and skills of EAL learners and sets targets for these pupils which are challenging and attainable.
- Parents of and carers for EAL learners being fully informed about curriculum requirements and assessment procedures.
- The policies for EAL learners which are understood by all staff.

- Consideration of issues relating to special educational needs, including those pupils who are also EAL learners.
- Setting and meeting of challenging targets for EAL.
- How training in planning, teaching and assessing EAL learners is available to all staff.

The School's senior managers and the Head of Learning Support (SENDCO):

- Share overall responsibility for supporting and raising the achievement of EAL learners.
- Ensure that relevant information is shared with parents.
- Manage data collection within the requirements of GDPR and data protection legislation from time to time to meet any external monitoring requirements.
- Monitor teachers' effective use of information about pupils' abilities and needs in English when making decisions about curriculum planning and pupil grouping.

Class and subject teachers:

- Are knowledgeable about pupils' abilities and their needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.
- Make good use of specialist language support teachers and, where available and appropriate, bilingual assistants when teaching and monitoring progress.
- Encourage and develop both pupil-pupil and teacher-pupil talk. Productive talk just does not happen, it needs to be planned.
- Provide planned and responsive scaffolding so that pupils will write effectively and feel they have control over their written work and gain confidence in using a written language.
- Provide suitable reading material that is not just for decoding purposes.
- Provide simplified information and diagrams to help EAL pupils, prior to reading more difficult texts.
- Model good listening by clarifying and checking the pupil has understood. The 'language rich' diet of EAL learners will benefit all pupils.

Classroom Assistants:

- Work with class and subject teachers effectively to make focused and systematic assessments of pupils, including their use of their first language, as appropriate.
- Help match the language demands of the curriculum to pupils' skills and needs to maximise pupils' development of English.
- Provide effective support for groups or individuals.
- Contribute to curriculum planning as members of a teaching team.
- Help strengthen links between home, school and the community.

The Assessment of EAL:

- Recognises what pupils can do and rewards achievement.

- Is based on different kinds of evidence.
- Is a valid reflection of what has been taught or covered in class.
- Is reliable in terms of enabling someone else to repeat the assessment and obtain comparable results.
- Is manageable, both in terms of the time needed to complete the task, and in providing results which can be reported or passed on to other teachers.

In addition, when assessing pupils' learning EAL teachers:

- Should be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims.
- Should be sensitive to the pupil's first or main other language(s) and heritage culture.
- Should take account of how long the pupil has been learning English.
- Should assess in ways that are appropriate for the pupil's age.
- Focus on language, while being aware of the influence of behaviour, attitude and cultural expectations.
- Recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing.

What might we consider when looking at attainment in literacy by EAL pupils?

SPEAKING

Observable outcomes could include:

- Who does the pupil speak to?
 - one person at a time
 - a partner in pair work
 - small groups
 - whole class
- What type of utterances is made?
 - initiated talk, *e.g. statements (naming), requests (questions)*
 - supported talk, *e.g. echoing words, response to questions*
 - extended talk, *e.g. long turns, participation in drama/work/role play*
- What features of speech are there?
 - pronunciation
 - clarity
 - audibility
 - formality/informality of usage
 - non-verbal communication to support meaning *e.g. using gesture or mime to convey ideas*

READING

Observable outcomes could include:

- Knowledge about how print and books work, e.g. directionality, front and back
- Use of reading strategies:
 - phonics
 - word recognition
 - sentence grammar
 - context
- Understanding and response to text:
 - Pupil using prediction or inference
 - Pupil asking text-related questions
 - Enjoyment of books and reading activities
 - Range of interests, e.g. *fiction, information, environmental print, ICT*
 - The ability to transfer literacy skills from another language.

(Pupils learning EAL often acquire word level skills that enable the decoding of text at speed without necessarily understanding what they have read. It is important to consider ways of checking whether this is the case.)

WRITING

Observable outcomes could include:

- Using pictures or symbols to convey meaning.
- The awareness of purposes and readers shown in choice of appropriate text structures.
- The use of spelling strategies, for example phonic plausibility and/or knowledge of word structure.
- Grammatical accuracy shown in sentence structure and punctuation, word order, singular/plural distinctions, tense choices.
- Range of vocabulary, e.g. grammatical and content words, use of descriptive and subject specific vocabulary.

When assessing the writing of EAL learners it is useful to consider the effectiveness with which they use both grammatical and content words. Grammatical words are far fewer than content words and may not be much stressed in oral language; however, they are essential for constructing written sentences in English. They include determiners (the, a), pronouns, prepositions, connectives, the verb 'to be' and various modal verbs (might, will, can). Content words are words that carry the main meaning in a sentence and are chiefly nouns and verbs, adjectives and adverbs.

EAL learners are also likely to handle writing in different genre less confidently than pupils for whom English is their first language, to omit prepositions and to make errors in writing formulaic phrases

Remember all teachers' assessments of achievement:

- Needs to record evidence of progress in ways that are manageable.
- Needs a rounded picture drawn from many contexts.
- Should use the principle of 'best fit' to make sense of disparate information.
- Should explicitly support teaching and learning.

- Must influence decisions about future teaching.

EAL or SEN - Triggers for Concern

Teachers look out for the following:

- Language acquisition progress below expected norm.
- Problems in pronunciation of English speech sounds.
- Poor phonological awareness.
- Unusually slow work rate compared with peers.
- Little response to peer or teacher intervention.
- Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression.
- Difficulties with tenses, grammar and syntax.
- Poor listening and attention skills.
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing.
- Gap between CAT scores and reading ability.
- Very low baseline assessment.
- Poor ability in first language.
- Inability to acquire basic number concepts.
- Parent expressing concern over pupil's school progress.
- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects.
- Emotional and behavioural difficulties.

Response to Concerns

- Consult with and inform parents.
- Complete a 'concern form' and liaise with Head of Learning Support (SENDSCO) to advise on an assessment for SEN as per the School's Learning Support Policy and with regard to the SEN Code of Practice, January 2015.
- Consideration should be given to a First Language Assessment.
- Accredited assessors details may be sought through the Local Education Authority.

The pupil's teachers will be asked to complete an individual language profile (see Appendix) to identify at which level of English the pupil is working. The Head of Learning Support (SENDSCO) will carry out a BPVS (British Picture Vocabulary Scale) to identify the child's level of vocabulary and receptive language. A reading/comprehension test will also be carried out to identify errors in reading and level of understanding in verbal comprehension. A Dyslexia Screen may be carried out if the pupil shows tendencies.

Related Policies

- Inclusion Policy
- Learning Support Policy

References

- A Language in Common: Assessing English as an Additional Language,

National Curriculum 2000 QCDA

- National Association of Language Development in the Curriculum_
www.naldic.org.uk
- Guidance on the Assessment of EAL Pupils who may have Special Educational Needs, Milton Keynes Ethnic and Minority Achievement Support Service
- Scaffolding Language, Scaffolding Learning, Teaching Second Language Learners in the Mainstream classroom. Pauline Gibbons. Heinemann.
- Teachers' Pocketbooks EAL
- www.eal.britishcouncil.org

5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION – support material

STAGE A (new to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> ◆ Silent period ◆ Copies/repeats some words and/or phrases ◆ Uses single words or short phrases ◆ Has very basic, limited range of vocabulary ◆ Understands some everyday expressions and simple instructions in English 	<ul style="list-style-type: none"> ◆ Uses spoken English for 'social' purposes ◆ Has limited awareness of grammar syntax ◆ Vocabulary is widening but tends to be related to familiar contexts ◆ Is acquiring some topic/subject specific vocabulary ◆ Follows day to day social communication in English ◆ Understands simple instructions ◆ Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> ◆ Uses spoken English confidently but structural inaccuracies still apparent ◆ Has a fairly wide vocabulary which includes a growing bank of subject specific words ◆ Gives appropriate responses to a wider range of situations without the need for visual support ◆ Able to follow more complex verbal input 	<ul style="list-style-type: none"> ◆ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors ◆ Has a wide vocabulary with more use of abstract words ◆ Some vocabulary gaps still evident ◆ Usually copes with a wide range of verbal input from a variety of sources 	<ul style="list-style-type: none"> ◆ Is a fluent speaker of English in a full range of situations
READING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> ◆ Reads adequately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> ◆ Reads and understands a wide variety of texts but struggles with suitable nuances of meaning 	<ul style="list-style-type: none"> ◆ Is a fluent reader of English in a full range of situations
WRITING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ Can produce small amount of independent writing with support from teacher/peers ◆ Has limited awareness of grammar ◆ Uses basic punctuation, e.g. capital letters and full stops ◆ Is becoming aware of simple spelling patterns ◆ Uses basic vocabulary 	<ul style="list-style-type: none"> ◆ Strives towards more developed pieces of writing for a range of purposes ◆ Demonstrates a growing awareness of grammar but continues to make mistakes ◆ Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation ◆ Is producing improved spelling for a wider range of words ◆ Is developing a wider range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes competently for a range of purposes ◆ Writing contains only occasional errors in grammar ◆ Generally uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ◆ Spells most words correctly ◆ Uses a wide range of vocabulary 	<ul style="list-style-type: none"> ◆ Is a fluent writer of English in a full range of situations
<ul style="list-style-type: none"> ◆ Needs a considerable amount of EAL support 	<ul style="list-style-type: none"> ◆ Needs a significant amount of EAL support to access the curriculum 	<ul style="list-style-type: none"> ◆ Requires on going EAL support to access the curriculum fully 	<ul style="list-style-type: none"> ◆ Needs some/occasional EAL support to access complex curriculum material tasks 	<ul style="list-style-type: none"> ◆ Operates without EAL support across the curriculum