ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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Introduction

The term 'English as an additional language' (EAL) is used when referring to pupils who have a home language other than English and who use, or are learning to use, English as an additional language.

This policy may also be applied to children who only speak English but may have learnt English from a parent or carer who does not have English as a first language.

This policy details the school's aims, objectives and strategies to meet the needs of such pupils. Throughout this policy, and in other related policies and documents, these pupils are referred to as EAL pupils.

Aims

The school is committed to making appropriate provision for pupils for whom English is an additional language.

The school aims to ensure that all EAL pupils are, over time, able to:
- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages
- feel safe, settled, valued with a sense of belonging to their class, school and wider community

It also aims
- to identify and make maximum use of opportunities for modelling fluent English.
- encouraging pupils to practise and extend their use of English.
- to give all pupils the opportunity to overcome any language barrier.
- to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- to implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- to encourage and enable parental support in improving children's attainment.

Principles of learning

The key principles of the school's approach to EAL are embodied in the school's primary aims.

Our Aims – our purpose and primary objectives

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities.
- To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

This policy is an integral part of the school's broader aims to provide maximum educational opportunity for all pupils and reinforces the school's commitment to equality and providing an environment in which all pupils are enabled to realise their potential.

Key principles

- High expectations and tasks that stretch the child intellectually.
- 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.
- 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.
- The use of support time for pupils is best seen as an integral part of curriculum and lesson planning.
- All languages, accents and cultures are equally valued.
- Parents and the wider community are positively encouraged to play a full part in the life and development of the school.

Procedure on admission for EAL children

The school's normal admission procedures are followed, in addition the following information is gathered about:

- the pupils' linguistic background and competence in other languages via a questionnaire completed by the parents on the child's entry to school;
- the pupils' previous educational and schooling experience;
- the pupils' family background.

Provision for EAL children

- Class teachers in conjunction with other staff, including the EAL teacher and Learning Support Dept, will assess and identify needs and set teaching objectives and strategies appropriate to the pupil's stage of learning.
- All teachers and support staff will implement the teaching strategies for children learning EAL.
- Additional EAL support is available to help bridge language gaps and facilitate language development. This support can also be used to help EAL pupils access curriculum content through pre-teaching and follow-up consolidation.
- The competence/proficiency of EAL pupils receiving additional support is recorded termly using EAL proficiency levels. An internal tracking document enables an overview of EAL pupils' progress and helps to inform target setting.
- EAL pupils receiving additional support are recorded on Provision Map.

EAL pupils will:

- have access to the whole curriculum.
- be taught with their peers.
- be placed in groups with fluent English speakers to provide them with good language models.
- not automatically be placed with pupils with special needs.

Teaching and learning

It is the responsibility of all staff to ensure that the needs of EAL children are met, usually through differentiation. Best practice advocates that pupils will make the most rapid progress when engaged with their peers and not when working in isolation or being tutored one to one. However, some guided group work and occasional one to one sessions may take place if deemed appropriate for the child concerned.

Lesson plans should identify the fundamental objectives and, where necessary, provide differentiated opportunities matched to individual EAL pupil's needs.

Staff will use a wide range of practical activities and approaches, including:
- activities which create links between new learning and what is already known.
- visual material, particularly material which communicates key concepts and interconnections.
- activities which involve pupils in using language from an early point of the lesson onwards.
- activities that involve sorting, matching, selecting, comparing and reasoning.
- activities which involve pupils exploring and expressing concepts through practical and manipulative activities.
- problem-solving tasks that are cognitively demanding and challenging even though the language for them may be reduced in length or grammatical complexity.
- attention to the development of academic English skills, for example through the use of writing frames or through working with subject related texts.
- collaborative group work to engage pupils in genuine communication and exploratory talk, and in order to assist them to internalise key concepts and specialist terminology.
- grouping children to ensure that EAL pupils hear good models of English.
- ICT activities that help communicate meaning, and that support the development of language and the learning of curriculum content at the same time.
- activities that require genuine communication, argument, thinking aloud and talking things through.

In addition, staff will:
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- recognise that EAL pupils need more time to process answers.
- allow pupils to use their mother tongue to explore concepts, as appropriate.
- give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).

EYFS

The publication Supporting Children Learning English as an additional language:
Guidance for practitioners in the Early Years Foundation Stage, October 2007 is used as guidance for EYFS pupils (see link [here](#)).

In the EYFS pupils learning English as an additional language are also supported by:
- building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- the provision of a range of opportunities for children to engage in meaningful speaking and listening activities with native speakers.
- the provision of activities which build on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- the provision of a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- the provision of bilingual support, where possible, to extend vocabulary.
- the provision of opportunities for children to hear their home languages as well as English.

ICT Links

ICT will be used, where appropriate, to enhance teaching and learning.

Pupils will use ICT to:
- find things out.
- develop ideas and make things happen.
- exchange and share information.
- review, modify and evaluate work as it progresses.

Pupils will be given opportunities to apply and develop their ICT capability by using ICT tools to support their learning through a variety of ICT based tasks; such activities may include:
- the use of an interactive whiteboard to introduce or reinforce concepts.
- the use of laptops to aid research and presentation of work.
- the use of presentation software to improve pupils understanding and create a real life audience for work.
- the use of internet resources to develop and enhance both learning and teaching.
- the use of communication devices to encourage speaking, listening and interaction.

Subject coordinators will be responsible for sourcing appropriate resources to develop ICT links within their subject, the computing coordinator will provide support and offer advice to support cross-curricular ICT.

Special educational needs and disabilities (SEND) and more able and talented pupils (MA&T)

The school recognises that most EAL pupils may require additional support but do not have SEND needs; should SENS needs be identified, EAL pupils will have equal access to the school's SEN provision.

Similarly, the school recognises that there may be EAL pupils who are MA&T even though they may not be fully fluent in English. Such children will have their needs met as stated in the More Able and Talented Policy.

Staff development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils reflects best practice.

Stages of English learning

Revised and adapted from: Patterns of Learning, CLPE, 1990

The following simplified scale describes aspects of bilingual children's development through English, which teachers might find helpful. It is important to remember that children may move into English in very individual ways, and that the experience for an older child will be different from that of a young child. The scales emphasise the social aspects of learning as well as the linguistic. Obviously, attitudes in the school to children and the languages they speak will influence their confidence in using English, as well as any other languages they may speak.

Stage 1 – new to English

- A child new to English joins in activities with other children, but may not speak.
- Uses non-verbal gestures to indicate meaning-particularly needs, likes and dislikes.
- Watches carefully what other children are doing, and often imitates them.
- Listens carefully and often 'echoes' words and phrases of other children and adults.
- Needs opportunities for listening to the sounds, rhythms and tunes of English through songs, rhymes, stories and conversations.
- If young, the child may join in with repeating the refrain of a story.
- Begins to label objects in the classroom and personal things.
- Begins to put words together into phrases (eg no come here, where find it, no eating that).
- May choose to move into English through story and reading, rather than speaking.

Stages of English learning (cntd)

Stage 2 – becoming familiar with English

- Becoming familiar with English and growing in confidence to use the English s/he is acquiring. Growing ability to move between the languages and to hold conversations in English with peer groups.
- Simple phrases may be combined or expanded to communicate new ideas.
- Beginning to sort out small details (eg 'he' and 'she' distinction) but more interested in communicating meaning than in accuracy.
- Increasing control of the English tense system in particular contexts, such as story-telling and reporting events or activities that they have been involved in.
- Able to understand more English than they can use.
- Growing vocabulary for naming objects and events, beginning to describe things in more detail (eg colour, size, quantity) and use simple adverbs.
- Increasingly confident when participating in activities with other children through English.
- Beginning to write simple accounts of their activities, with help.
- Continuing to rely on the support of friends.

Stage 3 – becoming confident in English

- Becoming confident as a user of English in most social situations. This confidence may mask the need for support in other subjects (eg in science investigation, in historical research.)
- Growing command of the English grammatical system of English, including relationships of time, expressing possibility with might, could etc....) and more complex sentence structure.
- Developing an understanding of metaphor and pun.
- Pronunciation may still be inaccurate.
- Widening vocabulary from reading stories, poems and information books and from being involved in maths, and science investigations, and other curriculum areas.

Stage 4 – very fluent in English

- Very fluent in English in most social and learning contexts.
- May continue to need support in understanding subtle nuances of English metaphor and the content of English poems and literature.
- Confident in exchanges and collaboration with English-speaking peers.
- Writing confidently in English with growing competence and over different genres.
- Using English drawn from own reading and books read aloud and showing this progress in their own writing.
- Will move with ease between English and the first language.

The Bell Foundation – Levels of Proficiency of English

Teachers may find it useful to refer to these EAL Proficiency levels when monitoring EAL pupils' language development. This can help inform appropriate support and guide target setting; visit the Bell Foundation [website](#) for more information.

- **New to English [A]**: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

- **Early acquisition [B]**: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

- **Developing competence [C]**: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

- **Competent [D]**: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

- **Fluent [E]**: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.