Bengeworth CE Academy

English as an Additional Language (EAL) Policy

EAL Coordinator: Rachel Seneque
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Bengeworth C of E Academy

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

Introduction

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

Aims and objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

We aim to:
- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:
- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.

- Ensure pupils with EAL are acknowledged for their skills in their own languages.

Role and responsibilities of the EAL Co-ordinator (Inclusion Leader, Rachel Seneque)
Responsibilities include:

- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Exploring various possibilities to ensure important information is shared with parents.
- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Responsible for analysis of relevant school data for improvement purposes.
- Consult with external agencies.
- Deploy Classroom Support Professional support and monitor its effectiveness.
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Work with teaching staff and specialist teaching assistant to ensure effective and appropriate support throughout the school.
- Securing and providing training to ensure staff development, including INSET courses

EAL teaching support

The school employs the following Learning Support Professional with expertise in supporting pupils with EAL: **_Monika Slowinska_**

Alongside the Inclusion Leader her responsibilities include:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching small groups of pupils with EAL.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Developing relationships between the school and parents of pupils with EAL.
- Acting as support to staff on language-related issues.
- Acting as support to staff on equal opportunity and race equality issues.

The role of school staff members

All staff members have a responsibility to ensure the development of pupils with EAL.

They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.

- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Provide specific target time for newly arrived pupils with EAL needs.
- Provide a variety of comprehensible language stimuli such as curriculum – focused teacher talk, other classroom talk (by teacher and peers), audio and video materials, written and printed information (real objects, photographs, etc.)
- Encourage pupils to use English by generating opportunities for active participation in teacher-pupil interaction and in-group work situations.
- Assign specific roles in-group activities to ensure active participation.
- Encourage pupils to develop communication strategies such as asking for clarification.
- Monitor teacher's own language use, making sure that both formal talk and other uses of classroom language are comprehensible and well supported.
- Be aware that some teaching and learning practices presume monocultured background and adjustment may be necessary.
- Be aware that the acquisition of academic language may take up to 7 years, before being on a par with their English-speaking peers. Social language development is normally acquired within 2 years.

Support

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of targeted support either from Ms Slowinska or a Classroom Support Professional.

Inclusion (Please also refer to Inclusion Policy)

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Staff will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Work may be adapted to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

Initial assessments

The school will undertake a timely initial assessments to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

Assessments will be carried out using the NASSEA assessment framework and assessment form. An example of which is provided in Appendix 1 and is supplemented using the Bell Foundation assessment framework for schools.

https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/

Initial assessments are carried out by Monika Slowinska and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.

The pupil and the parents of the pupil may view the assessment at any time.

Classroom practice

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

Classroom activities will be matched to pupils' needs and abilities.

Teachers will consider common misconceptions and language barriers

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.
- Classroom displays will reflect cultural and linguistic diversity.
- Assessment methods will allow pupils to show what they can do in all curriculum areas.
- Bilingual dictionaries are available to aid pupils with EAL.
- Dual language textbooks are available and used where possible.
- Visual supports are utilised where possible.
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Prior to any one-to-one support, the pupil is informed of the purpose of the session and the objectives.

Access to the curriculum

All children in our school follow the curricular requirements of the Foundation Stage

and the National Curriculum through Epiphany in the core subjects and Religious Education. Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support.

However, when deemed necessary (a new arrival who speaks/understands no English or a child who requires further support) there may be provision made for a period of one to one focused support or group work provided by the specialist teaching assistant.

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils 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. Drop in sessions are held weekly for parents whom have English as an additional language.
- 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 pupils 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.

Special educational needs (SEN) (Please also refer to SEN Policy)

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

A distinction is made between pupils who are learning English as an additional language **and** have special educational needs.

A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.

Where appropriate, the school will arrange an assessment in the child's first language.

SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

There is time for the Inclusion Leader and staff to work together to respond to the requirements of the EAL pupils with SEN.

The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

In line with the new National Curriculum document (from 2014), "Teachers take account of the needs of pupils whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages."

This school will ensure that:

- All relevant pupil information collected in the admission and induction stages are disseminated to the teaching staff concerned without delay.
- Accurate and up to date pupil profiles and records of achievement are kept including information of first languages and prior educational experience e.g. for example: Use of NASSEA EAL assessment Framework.
- Where EAL pupils also have additional special educational needs there is a mechanism for the information concerning assessment and support to be passed on to all staff concerned.
- The monitoring of pupils' progress is shared between all teachers.
- Individual pupil profiles are updated following assessments and reviewed on a half termly basis to identify and address problems.
- Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Assessment

The Inclusion Leader and teaching support staff carry out ongoing recording of attainment and progress in line with agreed school procedures. Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated. The Inclusion Leader closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy.

The statutory assessment arrangements of the National Curriculum allow us to make "access arrangements" for children who are learning English as an additional language. When appropriate/necessary contact will be made with the LA or curriculum helpline for specific guidance – in addition to that given in the "Assessment and Reporting Arrangements" documentation.

Individual Language Profile

There has been an increase in the number of our pupils identified as EAL.

Tracking of targets and progress is monitored and reviewed every half term. Targets are fed back in half termly pupil progress meetings where individuals who are not making expected progress and identified and actioned accordingly. Pupils participate fully in the review process according to their age and abilities. This information is shared with parents/carers at Parents' Evening.

INSET

This school will ensure that:

There is provision of staff INSET on second language acquisition and staff have opportunities for professional development.

There is awareness of INSET provided by the Local Authority

Policy review

This policy is reviewed every year by the Inclusion Leader and the Head teacher and ratified by the governing body.

The scheduled review date for this policy is September 2020.

Appendices

Appendix 1- First Language Assessment Form

EYFS Framework Summary: Speaking/Listening and Understanding

Contributes to ELG 01, 02, 03, 06

Name:		T1	T2	T3
Step 1 **Surviving a session/ school day** **Corresponds to CEFR's A1 Breakthrough**	• Can understand and say words and phrases associated with the classroom and with immediate needs, when supported by gesture and communication symbols, e.g. coat, toilet, drink. • Understands and follows familiar, routines, taking cues from others, e.g. *Sit on the carpet. Tidy up time.* • Responds to name and greetings. • Can echo or make simple comment about routines, e.g. *Line up, dinner time.* • Can answer single step *wh* questions about routines and lesson content, in words or short phrases, e.g. *Where is your coat? What is this? Whose turn is it?* • Communicates in languages spoken in the home while in the setting. • Beginning to show confidence in accessing the provision in the setting.			
Step 2 **Reacting to learning experiences** **Corresponds to CEFR's A2 Waystage**	• Can understand when others talk about familiar and practical things in concrete experiences, when others use simplified talk. • Can communicate content about concrete matters during familiar and supported activities, e.g. *Hamza my friend. You(r) turn. My spade blue.* • Can listen attentively for a short time. • Can make a simple observation/comment with support. May use or point to artefacts/images to convey a message e.g. *Is a flower, put water in. Flower have drink, seed go in pot.* • Can communicate content in longer phrases and utterances using concrete supports. *Is a octopus... go in here. Look, Goldilocks sleep... in bed.* • Willing to join in alongside others. • Can use common tense forms of everyday verbs and generalise some rules, e.g. *goed.*			
Step 3 **Engaging more independently** **This step is in between CEFR levels**	• Can engage with topical activity content, e.g. shared story, book focussed role play, story props. • Can recall and retell short sequences of events using some key topic vocabulary. (May still be fragmented.) • Is starting to construct a sentence, still with some inaccuracies. Can use basic adjectives (*big, little, red, happy*); plurals (*wellies, toys*) and some positional vocabulary (*in, out, on, under*) in conversation about familiar matters. • Notices and can sometimes correct some irregularities in own speech, e.g. *goed/went.*			

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EYFS Framework Summary: Building Literacy Skills

Contributes to ELG 09, 10

Name:	T1	T2	T3
Step 1 Surviving a session/ school day **Corresponds to CEFR's A1 Breakthrough**	• Recognises own name in print. • Shows interest in and responds to pictures, symbols and labels in the setting. • Shows developing awareness of difference between print and pictures. • Engages willingly in mark making. Begins to reproduce some letters in own name. • Can copy or write own name.		
Step 2 Reacting to learning experiences **Corresponds to CEFR's A2 Waystage**	• Forms recognisable letters in English. • Will attempt to write familiar words. • Engages in writing to convey own message. • Uses pictures or story props to establish meaning. • Shows an awareness that print follows left to right orientation.		
Step 3 Engaging more independently **This step is in between CEFR levels**	• Can comment about events in stories. • Is beginning to use known phonic and visual cues to read words. • Can read some simple sentences. • Joins in willingly with others to shared reading experiences. • Can record own messages in writing and will attempt to read them. • Handwriting is legible and matches age-related expectations.		

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Date: …………………………….

Name	Name writing	Like/don't	Can/can't	Listening to instructi.	Colours	Vocabulary	Prepositions	Shapes	Letters/ sounds	Verbs
	yes – 1 no – 0	yes – 1 no – 0	yes – 1 no – 0	yes – 1 no – 0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0
	Numbers	**Talking/ Sentences**	**Pencil control**	**Pronunciation**	**Confidence**	**Max. points**	**Points achieved**	**%**	**Interventions needed: yes no**	
	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	very good - 2 good - 1 poor -0	26				

Comments:

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EAL Assessment Framework Overview

	Step 1 Surviving a school day	Step 2 Reacting to learning experiences	Step 3 Engaging more independently	Step 4 Emerging control over language tools	Step 5 Developing fuller understanding, extending responses	Step 6 TRANSITION	Step 7 The need for support reduces	Step 8 Fluency, monitoring
Listening/ Understanding	Can understand class-room words. Can respond to one step instructions. Can learn and use new words taught in class.	Can understand one-step, familiar, practical and short speech.	Can use scaffolding, support and differentiation provided in class. Can understand targets and appropriate learning objectives. Can pick up and use new vocabulary quickly.	Can understand beyond the simplest part of the lesson.	Can understand the gist of a lesson at normal pace. Can deal with routine events in school.	*The pupil can some-times perform close to age-appropriate expectations.* *The pupil will some-times perform at a much lower standard than was expected.* *This is because the pupil's need for con-textual support is greater under some circumstances.* *Providing more con-textual support at times of change and the bat the start of a new unit of work will raise attainment.*	Can understand the gist of the lesson with no ad-justment for EAL. Can interact spontane-ously during all class ac-tivities.	Can understand the content of a lesson in the same way as most peers.
Speaking	Can answer 'where, what, who, when' questions Can produce learned words, learned short phrases. Can communicate with people who adjust the conversation for EAL needs.	Can communicate about the concrete, the practical and the familiar. Can retell short and sim-ple content delivered sup-portively. Can speak in longer phrases and sentences with scaffolding.	Can ask for clarification in a focussed way. Can speak independently in longer, communicative utterances. Can express a lot of les-son content.	Can express content in-dependently. Can be easily understood. Can express content very well with scaffolding and rehearsal.	Can converse socially and on task. Can communicate familiar content and own observa-tions with detail. Can describe, narrate and share reasoning and opin-ions, although with errors.		Can converse about les-son content with only mi-nor errors. Can express both con-crete and abstract ideas. Can explain own reason-ing.	Can use English spontaneously in an age appropriate way. Can use English effectively, both socially and academically.
Reading	Can read own name. Can understand signage in school. Can understand labels. Can recognise words by shape and first letter.	Can answer one-step who, what, where, when questions relating to text. Can read simple text re-lating to something al-ready discussed. Can locate high content words in texts. Can recognise most initial consonants.	Can locate taught fea-tures of text and layout. Can retrieve information at a simple level. Can read with under-standing a differentiated text. Can use phonic skills.	Can attempt a range of texts. Can decode unfamiliar words. Can retell text content with scaffolding.	Can understand a simple text, if the vocabulary is mostly familiar.		Can read an age-appropriate text and un-derstand the main points.	Can understand age-appropriate texts. Can understand inference at an age-appropriate level.
Writing	Can form most letters. Can copy known words. Can conform to taught layout.	Can write short sentences with scaffolding. Can attempt some inde-pendent writing. Can use capital letters and full stops.	Can write sentences about familiar content. Can use a model to im-prove writing. Can produce easily read handwriting. Can use more taught punctuation.	Can write meaningful sen-tences and short text with scaffolding. Can use common spelling patterns. Can use basic punctua-tion independently. Can apply common spelling patterns.	Can write a simple para-graph about familiar con-tent.		Can write clearly, with details. Can explain own point of view, giving reasons. Can explain advantages and disadvantages.	Can produce detailed, well-structured, cohesive texts at an age-appropriate level.
	Short phrases, single words.	Can recognise that verbs change form, but cannot yet use verb forms with accuracy.	Can use more grammati-cal features, adopting what s/he hears others say, but with errors. Uses 'and' 'because'.	Can self-correct some grammatical mistakes.	Can communicate in co-hesive English, although with errors.		Can use features of gram-mar associated with high-er order thinking skills, if these have been taught and modelled.	Unfamiliarity with some aspects of the language, or with some vo-cabulary, can cause undera-chievement if teachers are not aware of the pupil's language needs.

Resources available in school:

Dual Language Story Books:

Farmer Duck	English/Polish
Handa's Surprise	Bengali/English
Handa's Hen	Bengali/English
The Very Hungry Caterpillar x 2	Bengali/English
The Hare and the Tortoise	Bengali/English
The Three Billy Goats Gruff	Bengali/English
Jill and the Beanstalk	Bengali/English
The Hare and the Tortoise	Polish
The Elves and the Shoemaker	Polish
The Pied Piper	Polish

Other Books:

First 1000 Words	
Mini Picture Dictionary	English/Polish
Slide and Learn abc	
Slide and Learn 123	
Usborne First Dictionary	
The Oxford Nursery Storybook	

PMP EAL Language Builder Book 1 and 2
PMP Complete digital pack