

# English as an Additional Language (EAL) Policy



<b>Approved by:</b>	Debbie Monteforte	<b>Date:</b> 02.02.2023
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**Policy Owner : EAL Co-Ordinator : Debbie Monteforte**

**Supporting Policies:**

- Teaching and Learning
- Inclusion
- Equal Opportunities

**Statement of Aims**

In Avenue House School, we value children as individuals and strive to encourage the highest possible attainment in their learning, social development, personal achievements, and well-being.

We do this through taking account of each child's life, experiences and needs. For those children for whom English is an additional language and for raising the achievement of minority ethnic pupils, the school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are 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.

We recognise that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and acknowledge their ability to participate in the full curriculum may be in advance of their communication skills in English.

The school uses the following 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 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 best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National 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 to build on their existing knowledge and skills.

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- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language, enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued. Teachers use a range of strategies to help children who are learning English including building on previous experience.
- Teachers will find out a way of identifying what children already know/can do, and will plan learning experiences that extend and develop that learning.

### **Scaffolding language and learning**

Scaffolding can take place through various means:

- scaffolding by adults;
- scaffolding through planned opportunities for speaking and listening through collaborative work and encouraging the use of the whole language repertoire for learning;
- scaffolding through visual support and use of ICT.

### **Modelling and guiding by adults and peers**

- Modelling is the demonstration of key learning strategies that scaffold children's learning and take them from what they already know into new learning and incorporates what to do, how to do it and what to say or write in order to do it. Anyone more expert than the child can provide modelling.
- Therefore, children who are good role models of English can model language for EAL learners in situations such as during collaborative work, as talk partners and even in the playground.
- Guided talk is based on the concept of children being guided through a sequence of tasks and/or discussions with a focus on specific language.

### **Speaking and listening**

Speaking and listening should be one of the cornerstones of learning in any classroom. It is also a strategy that is particularly supportive of EAL learners. It is the collaborative nature of talk that extends EAL learners' abilities, both in comprehending input and constructing output. Listening will be the primary focus for many pupils in the early stages of English acquisition. Teachers will need to ensure that children are provided with the scaffolding they require in order to attach meaning to the language they are hearing.

Planned opportunities for listening and speaking are provided in a number of ways:

- whole-class sessions for speaking and listening
- extended dialogue between adults and children
- paired talk
- guided talk
- exploratory talk in small groups

Paired talk The use of talk or response partners encourages all the children in the class to explore ideas, opinions and planning with a designated partner.

- EAL learners should be paired with children who provide good role models of English. It may also be useful to pair an EAL learner with a more proficient speaker of English who also shares their language.

### **Collaborative learning**

Collaboration, in pairs or in groups, enhances learning for all children, but there are additional benefits for children learning EAL. Collaborative learning creates a socially and linguistically supportive situation where EAL learners can engage in cognitively demanding activities.

- Scaffolding through visual support and use of ICT All children learning EAL will benefit from the use of visuals.
- These can take the form of pictures, objects, diagrams, mind maps, plans, writing frames and graphic organisers.

### **Visuals**

Visuals can reduce the amount of language content while still retaining cognitive demand. They can also support children in constructing talk or text through providing prompts and scaffolds.

### **Curriculum access**

All children in Avenue House School follow the curricular requirements of the Early Years Foundation Stage or the National Curriculum depending upon their year group in school. Children with English as an additional language produce differentiated, not separate work. It is not the intention of the school to withdraw children from lessons to receive EAL support but to generally provide language work within the classroom in a range of groupings and settings. We recognise that on occasions, EAL children will benefit from individual or small group, language focused intervention.

### **Assessment**

We carry out the ongoing recording of attainment and progress assessing each child with a level of English Proficiency when they start at Avenue House School and then each beginning and end of every term, tracking their progress.

The Proficiency in English scale ranges from A- New to English through to E-Fluent.

The level descriptors are below:

### **English proficiency**

#### **A: New to English:**

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.

#### **B: Early acquisition:**

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.

#### **C: Developing competence:**

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.

#### **D: Competent:**

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.

#### **E: Fluent:**

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.

**N:** Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency

*“The process of learning an additional language in school is not the same as early-years first language development. It is therefore very important that teachers are provided with **EAL-sensitive assessment tools** that can help them recognise pupil language achievements and needs.... In the research and development of this assessment framework we consciously adopted a classroom-friendly, curriculum-language integrated approach so that teachers can use the rating scales and the complementary materials for day-to-day informal assessment as well as more formal summative assessment. Many of the assessment descriptors have been formulated in such a way that they can be used by teachers from different curriculum and subject areas.”*

### **Special Educational Needs and More and Most Able Pupils**

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision. Where assessment of pupil's language ability suggests underlying learning difficulties we will endeavour to enlist the support of an EAL specialist to aid the school's SENCo. Checks in sight and hearing will be recommended to eliminate physical impairment. If required and the support is available, assessments will be conducted in the child's home language. Similarly, the school recognises that there may be EAL pupils might be 'a More and Most Able Pupil' even though they may not be fully fluent in English.

### **Parents/Carers and the Wider Community**

We aim to provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. The class teacher in communication with the parents will help provide additional information for newly arrived EAL pupils to assess their level of English and progress in their home language.

### **Staff Development**

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. Review and Evaluation of Policy School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets. The evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources. The School Development Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.