

# English as an Additional Language (EAL)



<b>Date of Last Review:</b>	November 2024
<b>Staff member responsible for this policy:</b>	Mrs Lesley Ahrens
<b>Date shared with all staff:</b>	November 2024
<b>Date of next review:</b>	November 2026

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## Policy Statement

At St Olave's Prep School, we are committed to the development of children's social, emotional skills, children's self-esteem, their mental and physical health and well-being. St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability. This policy should be read in conjunction with our Equal Opportunities policy, Curriculum policy, SEND policy and Assessment and Reporting policy.

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following articles 1, 2, 3, 4, 5, 7, 8, 12, 13, 15, 16, 17, 22, 28, 29, 30, 31 and 42.

## 1. Introduction

The teaching and learning, achievements, attitudes and well being of all the children is important to St Olave's Prep School. All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs. The term EAL is used when referring to pupils whose main language at home is a language other than English. The policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils in our school. Children who are learning English as an additional language have skills and knowledge about languages similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. All pupils, for whom English is an additional language, will have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

## 2. Aims and Strategies:

- To give all pupils the opportunity to overcome any barriers to learning and assessment, resulting from having EAL;
- To welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school;
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential while respecting their skills in their home language;
- To identify and make maximum use of the opportunities for modelling fluent English;
- To encourage and enable parental support in improving children's attainment.

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- All classrooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise the child's mother tongue and boost the child's self-esteem;
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language;
- Encourage families to continue to develop their child's first language in order to enlarge vocabulary and other relevant language skills and provide opportunities for children to develop and use their home language in play and learning.

### 3. Context

There is an increasing number of children joining St Olave's Prep School who come from a variety of linguistic backgrounds and educational experiences, as well as having varying amounts of exposure to the English language.

*'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'* (DfE Schools, Pupils and their Characteristics July 2020)

This can make it hard for them to access the curriculum, and can also affect their social skills and relationships. EAL teaching should enable learners to participate in and gain access across the curriculum by supporting them in the acquisition of English language skills. At the same time this support should ensure that children's self-esteem does not drop while they learn their new language and that they have the chance to achieve their maximum potential.

At St Olave's Prep school there are children at:

Stage 1: New to English (Beginners)

Stage 2: Early Acquisition (Beginners to intermediate)

Stage 3: Developing Competence (Intermediate)

Stage 4: Competent (Advanced)

Stage 5: Fluent

### 4. Key Principles of additional language acquisition

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. 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. 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. 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. Language develops best when used in purposeful contexts across the curriculum. The language demands of learning

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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.

### **Our 5 Stage Model for Language Acquisition**

#### **1. New to English (Beginners)**

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

#### **2. Early Acquisition (Beginners to intermediate)**

A child may:

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

#### **3. Developing Competence (Intermediate)**

A child may:

Participate in learning activities with increasing independence

Express themselves orally in English but structural inaccuracies are still apparent

Require ongoing support in literacy, 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

#### **4. Competent (Advanced)**

A child may:

Develop oral English well, allowing successful engagement in activities across the curriculum

Read and understand a wide variety of text<sup>5</sup>

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

#### **5. 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.

### **3. Teaching and Learning**

EAL pupils will be integrated in the same classes as our native speaking English pupils.

Everyone in the school is therefore responsible for helping our EAL children become more fluent in English. During lessons teachers will:

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- Show differentiated work in their planning;
- Have high expectation, expect pupils to contribute and where appropriate give more than single word answers;
- Set appropriate and challenging learning objectives, with children's progress being monitored carefully acknowledging that EAL children are as able as any other children;
- Use of EAL assessment through the Bell foundation and Welcom (EYFS) to inform teaching and learning opportunities;
- Recognise that EAL pupils may need more time to process answers;
- Allow children to use their mother tongue to explore concepts;
- Use groups to ensure that EAL children hear good models of English and use collaborative group activities;
- Provide a range of reading books that highlight the different ways in which English is used;
- Provide phonic software and audio books as appropriate;
- Ensure that there are many opportunities for talking to both adults and peers.

## 4. Planning, monitoring and evaluation for EAL

To ensure children continue to develop language proficiency and receive the appropriate support teachers will

- Set targets specific to the child's language acquisition with the EAL lead;
- Continually observe and monitor progress made with English language proficiency
- Targets will be set and monitored through termly the Bell Foundation and Welcom (EYFS) assessments
- Teachers will use the targets to support planning, providing any additional strategies
- Any additional interventions provided in addition to classroom teaching will be monitored and reviewed regularly.

## 5. Assessment and record keeping

- Upon joining the school find out children's level of language skills in their home language(s), dependent on the age of the child, experience in previous settings and SEN needs;

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- Use the Bell Foundation EAL Assessment Framework for KS1 and KS2 children to establish English language proficiency;
- Use the Welcom and EYFS Framework for all Early Years children, following baseline assessments these will be carried out termly.
- Following initial assessment of learners using EAL regularly monitor and review targets set each term with teachers and the EAL lead
- Tracking progress and recording targets met using the Bell Foundation EAL Assessment Framework.

## 6. Supporting the Needs of EAL children

Support and resources provided to EAL children:

- Support staff for pupils using EAL
- Access to Dictionaries
- Dual language resources
- Visual support for both daily routines and to access the curriculum
- Intervention groups focusing on specific targets
- Resources to support access to the curriculum

## 7. Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL children needing additional support do not have Special Educational Needs and Disabilities. However, should SEN be identified, EAL children will have access to the school's SEN provision. Equally if EAL children are deemed Able, Gifted and/or Talented, they will have the same opportunities as any other AGT pupil within the school.

## 8. Staff Communication

The staff will:

- Ensure that all families feel included and are able to participate in their child(ren)'s care and learning experiences;
- Keep pupils safe when they may not understand instructions, with particular reference to fire drills and evacuation procedures.

## 9. Parents and the wider community

The school will encourage parents to become involved in their child's school life through World Food Day, Class Assemblies, Celebration assemblies where their child may be playing a musical instrument, concerts, Christmas Plays and the Summer Production. There will also be opportunities for parents to view their child's learning during Parent Sharing Mornings and Parents Evenings. Parents that are new to the school are offered a show round

with the Headteacher and invited to information meetings at the start of the new school year.

## **9. Key Responsibilities and Staff Development**

- The school will ensure there is an effective staff structure in place to support learners using EAL.
- The EAL lead will support teachers to carry out termly assessments, review these and monitor progress.
- The EAL lead will carry out relevant training sessions that will support all staff working with children across the school.