



Easton CE Academy

English as an Additional Language Policy and Guidelines 2015

Vision

"All EAL learners have a right to access the National Curriculum and the early years Foundation Stage. This is best achieved within a whole school context..." (Ofsted)

Statement of Aims

Easton CE Academy is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. Our academy aims to identify individual pupil's needs, recognise the skills they bring to the academy and ensure equality of access to the curriculum.

We aim for newly arrived EAL pupils to learn conversational English within two years, thus acquiring '*basic interpersonal communication skills*' (BICS), achieving alongside their peers in speaking and listening. Through careful assessment we aim to identify the language needs of all our children and meet them through planned intervention and quality first teaching. As an academy we are conscious that it may take five or more years for an EAL pupil to become proficient in using academic language (*cognitive and academic language proficiency - CALP*) and operate on par with their monolingual peers.

We aim:

- To enable pupils who speak EAL to access the curriculum and reach their full potential.
- To provide support for EAL pupils according to their individual needs, enabling them to access the curriculum through a whole-school approach.
- To work in partnership with parents, pupils and where necessary, external agencies, to achieve these aims.

The context of the academy

At Easton CE Academy almost all pupils come from minority ethnic backgrounds and more than three quarters of pupils speak English as an additional language (EAL), speaking approximately 30 languages between them. Many children begin school with no English at all either because they are new arrivals to the country or because no English is spoken at home therefore English can be their second or third language. We are proud of this linguistic diversity and recognise it as a rich resource.

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 and explained.
 - 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.
 - 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 which, in turn, enhances subsequent acquisition of EAL.
 - All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and differentiation:

- Teachers have a responsibility to provide differentiated opportunities matched to individual EAL pupils' needs. Key language features, necessary for effective participation in lessons, are identified. These might be key words, certain patterns of grammar, language use or forms of text. Teachers must be aware of the language targets for children on the EAL register and include them in their planning. (See Intervention Procedure below)
- Planning values prior learning e.g. home languages and involves clear objectives, EAL strategies (S&L) and success criteria. It also includes English language development alongside curriculum learning. Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. It is important that children get opportunities for oral rehearsal before they are asked to write.
- The **Tower Hamlets Progression in Language Structures** resource together with the Talk 4 Writing programme provide detailed support for planning for talk in a range of subjects and lessons across the curriculum highlighting key vocab, sentences structures and language functions. They are essential resources and describes the planning process as a series of steps as follows:-
 1. Identify the key learning objective
 2. Establish the key skills to be developed

3. Decide on what the children need to say in order to learn, explore, explain and define the new skill or learning. What have they used previously that they can apply to this?
4. Clarify what the teacher needs to model
5. Provide speaking opportunities for the children to use the new language

Strategies

All teachers are responsible for building strategies into their teaching to support the language development of children with EAL, for example:

- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, bilingual staff/pupils, texts, key word lists
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate, talk and writing frames (Tower Hamlet Resource & T4W)
 - Where possible, learning progression moves from concrete to abstract.
 - All teachers have a Yellow EAL file with detailed strategies to support EAL children, teaching ideas and helping pupils to get started with English, suggested classroom approaches, examples of Early Stage word and sentence level language development, common errors made by children with EAL and EAL English Assessment Levels.

Intervention Procedure

Upon arrival those children new to English (N2E) are fully immersed within the mainstream classroom for their first 2 weeks, prior to any intervention, and following the same curriculum as their peers with EAL support planned for within these lessons.

The EAL register

- For children in KS1 and KS2 who are new arrivals N2E or have been learning English for less than 2 years.
- For children who have been learning English for more than 2 years but are still below age related expectations within the curriculum.
- At the beginning of the school year the EAL co-ordinator (in conjunction with class teachers) creates an EAL register for children who fit the above criteria.
- The assessment criteria are taken from the extended scale for speaking and listening found in A Language in Common (LiC) and the national curriculum.



- We also include the fine grading statements for writing to make sure children are taught to use the vocabulary and grammar orally before they are required to use it in writing.
- Priority children are assessed and attend booster/pre-teach afternoon sessions according to their speaking and listening levels.
- The EAL Co-ordinator attends Pupil Progress Review meetings with the SMT and class teachers in T2, T4 and T6 to discuss the children in their class who are on the register and receiving intervention.
 - All children on the EAL register have a home language assessment wherever possible upon arrival in the school.
- All this information is compiled on an Individual Language Plan and shared with teachers and parents.

Intervention sessions

In booster/pre-teach groups children are provided with opportunities to develop their speaking and listening skills outside of a whole class context. Children have additional opportunities to learn and practice specific aspects of English through a range of activities which are focussed on children's speaking and listening targets and encourage active participation. The groups also give focussed access to effective staff models of clear spoken English.

Special Educational Needs and Gifted and Talented Pupils

Easton Primary 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. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

The pupils' level of English is identified with reference to the extended scale for speaking and listening found in *A Language in Common* and the national curriculum. The school aims to set appropriate targets for individual pupils. These targets are recorded on individual EAL ILPs recently revised to be in the same format as the school's current IEPs and are reviewed on a regular basis by the Language Development Team (LDT) and class teachers.

Parents/carers and the wider community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. (See separate New Arrivals Policy)
We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. We aim to ensure



that our written and spoken communication with families and with the community is effective through the use of plain English, and when possible with the use of a translator or interpreter. The Language Development Team offers a range of languages to support our families and provides a welcoming 'Tea & Chat' every Tuesday morning.

Written by Amelia Merrill March 2014 Amended September 2014
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