



Walkergate Community School

Teaching Children with English as an Additional Language (EAL) Policy

Purpose

The purpose of this policy is to:

- Promote the equality of opportunity for all learners for whom English is an additional language
- Deliver a broad and balanced curriculum which reflects the needs of children for whom English is an additional language
- Ensure EAL pupils achieve their full potential
- Support teaching staff and teaching support staff in achieving these aims

Key Principles

The definition of 'EAL' covers children from new arrivals to the UK to those born in the UK. EAL children born in the UK may have one or both parents who speak another language in the home, to which the child is exposed and the child may also speak this language. It can take approximately one to two years to become fluent in everyday spoken English but may take five to seven years to develop proficiency in formal, written English.

The diversity and culture of EAL pupils should be promoted and celebrated as a whole school.

It is important to note that EAL pupils should not be automatically assumed to have a special educational need (SEN).

Teaching Principles and Strategies

The key principles in teaching EAL children are to ensure:

- The learning is as visual as possible and modelled appropriately
- The pupil can work alongside other pupils who can model good written and spoken English
- The pupil is kept within the classroom environment as much as possible to support the learning of English and feeling of inclusivity
- An age-appropriate curriculum is provided that meets the cognitive needs of the child

Strategies

The following strategies may be useful to support the teaching of pupils who are beginners to English:

- Model correct language for the child to listen to (use short, simple sentences)
- Use gestures and visual prompts to teach instructions and key phrases
- Be consistent with simple repeated instructions
- Emphasise listening before expecting pupils to speak the language e.g. planning specific listening activities
- Provide opportunities to hear the sounds in English through phonics and rhyming activities/games
- Identify and teach key vocabulary for tasks and new topics
- Identify key language structures
- Provide visuals to go with key vocab
- Provide meaningful tasks that the pupil can complete – examples include completing tables, sequencing, sorting, yes/no, true/false responses
- Model task examples
- Make links with previously learned language
- Use graphic organisers – tables, charts, story maps, pictograms
- Provide writing frames, word and sentence banks (at a level appropriate to the pupil's proficiency in English)
- Encourage the use of the home language for discussion - developing the home language enhances learning in English
- Encourage the pupil to develop word banks e.g. Magpie books
- Make sure everyone knows how to pronounce the child's first name
- Allow time for the child to process thinking and talking in a new language
- Use resources which are culturally inclusive and promote positive images

These strategies may be particularly useful for pupils in the EYFS:

- Talk to the child as you play alongside them, even if there is no response
- Model correct language for the child to listen to (use short, simple sentences) within the context of child initiated and adult led activities
- Avoid excessive direct closed questioning e.g. "What's this?", "What colour is this?" (can increase a sense of failure if the child doesn't know the answer)
- Provide 'hands on' practical activities so that new language can be learned in context
- Use stories, songs, and rhymes with repetitive chorus lines to encourage the child to join in
- Encourage retelling of stories, using gesture, body language and tone of voice
- Provide music opportunities where children can participate without using spoken language, e.g. through actions, playing a musical instrument
- Ensure that there is a routine providing structure to the day
- Pair a child with a peer they feel comfortable with
- Create a language rich environment which includes and values first language;
- Use visual aids: puppets, story props, pictures and objects to support understanding and participation
- Use photographs to prepare and support children for outside visits
- Use games which support turn taking, introduce new vocabulary, introduce new concepts, encourage social language, provide motivation to listen and speak
- Use ICT: computer, talking tins, talking pens, microphones, digital cameras, talking photograph albums
- Talk about what you are doing, as you do it, so that the child hears good language, modelled in a context with visual support
- Provide situations where the instructions and the questions have a real purpose, e.g. cooking activities, movement activities
- Involve parents and families – encourage parents to work in class alongside the children in home language

Lancashire County Council provides a range of guidance materials for supporting children learning English as an Additional Language in the early years:

http://www.lancsngfl.ac.uk/projects/ema/index.php?category_id=58

Developing Spoken and Written English

- Ensure that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- Explain clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- Provide a variety of reading material that highlight the different ways English is used, especially those that help pupils to understand society and culture
- Ensure that there are effective opportunities for talk and that talk is used to support writing in all subjects
- Where appropriate, encourage pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- Build on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

New Admits

Senior Leadership Team (SLT) responsibilities:

- Arrange a tour of the school (to include a meeting with the child's class teacher) and an admissions interview
- Provide parents and pupils with welcome pack
- Inform class teacher of new pupil, first language and general level of proficiency in English (if known)

Class Teacher responsibilities:

- Use materials from the welcome resources to create a welcoming environment including signs, displays, dual language resources
- Use visual timetables to support pupil's understanding of the school day/routines
- Allocate a buddy to support child around school in first days and to brief the buddy to support the new arrival in managing potentially stressful situations (e.g. the toilets, lunchtime, playtime, PE, any lessons with different adults)
- Teach class greetings in the child's language
- Assess the child's proficiency in English using the Bell Foundation EAL Assessment Framework (after a settling-in period) – see Assessment section

EAL Co-ordinator responsibilities:

- To support class teachers with the teaching of EAL pupils where required e.g. strategies and resources
- To make staff aware of EAL policy
- EAL Co-ordinator to liaise with child's class teacher and (SENCO) LSA regarding additional support (if required)

Things to consider:

- Placing the child in a group with a pupil who speaks the same language
- Allowing the child to work alongside pupils who can provide good learning and language models
- Assessments in English will not accurately reflect the child's potential – where possible trained adults who speak the same language (and dialect) should carry out assessments during initial periods
- It is common for pupils who have no or little English to have a silent period

Assessment

The principles of effective assessment are detailed in the school's Assessment Policy. This section deals specifically with the assessment of EAL children. All pupils learning English as an additional language have to know and be able to use:

- the sounds of English
- its grammatical structures and conventions
- the meaning of words and phrases
- contextual understandings, including non-verbal features

They also have to learn to integrate the four language modes - speaking, listening, reading and writing - and cannot rely on only one.

It is important to recognise that EAL pupils may have uneven profiles e.g. some pupils may enter school in the UK already able to read and write in English much better than they can communicate orally. Others may develop rapidly in spoken English, but need particular help with reading and writing. Many pupils are likely to go through a 'silent phase', as they tune in to the sounds of English and work out ways of expressing what they mean in a new or unfamiliar language. Not only are there likely to be differences between pupils' levels of achievement in their use of English, but they are also likely to progress at different rates through the early levels of achievement.

EAL assessment spotlights the learner's needs in a particular area of language. An EAL learner may appear to be 'fluent' because they can converse easily with their peers and teachers but this 'fluency' can be deceptive.

After a settling-in period, class teachers will begin to assess the English proficiency of new admits using the Bell Foundation EAL Assessment Framework – see attached document. EAL assessment is not just for the new to English learners, but is important for all EAL/bilingual learners who **still need to develop their academic English to succeed at age-related expectations**. Therefore, children who fit within categories A-C (see below) will need to undertake an assessment of their English proficiency.

Once the assessment is complete, class teachers need to identify two or three gaps/next steps to ensure progression. The assessment will be repeated at Easter, taking into account a review of previous targets.

School Census

As part of the school census, schools are now required to report to the Department for Education (DfE) on the proficiency in English of EAL pupils. This is for the pupil's proficiency in written as well as oral English. The level of proficiency is reported as a 'best fit' using the five point scale detailed below:

Code	Description
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 For learners who have joined the school close to census day

It is the responsibility of the EAL Co-ordinator to record the DfE Proficiency in English Level, in conjunction with discussion with the pupil's class teacher. It is unlikely that an EAL pupil within primary school will be assessed as fluent (E), given the amount of time it can take to become **fully proficient in written, formal English**. Pupils' Proficiency in English Level will be recorded on SIMs.

Links to other policies:

- Assessment Policy
- Children Missing from Education Policy
- Data Protection Policy
- Equalities Policy
- Safeguarding Policy
- SEN Policy