



Kindness - Respect - Excellence

English as an Additional Language (EAL) Policy

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At Beechwood School we are committed to ensuring that every student succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of students with

EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

1. Introduction

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students, and helping them to achieve the highest possible standards.

2. What is EAL (English as an Additional language)?

It means English as an additional language, when a student speaks a home language other than English. EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. This includes, for example:

- New arrivals from abroad who speak little or no English.
- Children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages.
- Young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.

Students with EAL may face various difficulties throughout their academic life. Students' aptitude for English may vary, and they may face barriers to learning, accessing the curriculum and reaching their full potential. Students 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 students with EAL at the school are given the best chance possible to reach their full potential.

3. Recognition

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background.

Our school seeks to ensure that all students are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL students should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where students are educated with their peers.

The school structure, pastoral care and overall ethos help EAL students integrate into the school whilst valuing diversity.

As a school, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

4. Aims of the Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement. Our aim is for the students to become fluent in speaking, reading, writing and understanding English and to access the school Curriculum as fully as possible.

We aim to achieve this by:

- Providing a welcoming environment in which students will learn most effectively.
- Providing appropriate and personalised support for all students with EAL.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Monitor students progress regularly against the Language in Common assessment scales and the Bell Foundation Framework.
- Ensure students are making progress and are able to access the school curriculum.
- Support students who are at risk of underachieving.
- Celebrate students' achievements in class.
- Ensuring strategies are in place to support students with EAL.
- Enabling students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
- Assessing the skills and needs of students with EAL.
- Gathering accurate information regarding students' backgrounds, cultures and abilities.
- Equipping teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Using all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Ensuring all students' languages, cultures and identities are represented in classrooms and throughout the school.
- Maximising opportunities to model the fluent use of English.

This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL students.

5. The Role of the EAL teacher:

- Is to support staff in the teaching of EAL pupils.
- To support staff with the assessment of EAL pupils.
- To monitor the EAL provision in the school.

6. The role of school staff members:

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

All staff members have a responsibility to ensure the development of students 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 students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

7. Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each student.

In assessing the nature and extent of the student's grasp of English the following methods may be used:

- Information from the application form
- Information from interviews with parents/carers
- Information from initial assessment papers
- Information from the previous school.

In assessment of EAL students, competence in English is categorised on a five point scale.

8. EAL Classification Codes:

Although the Department for Education (DfE) recently withdrew the requirement for schools to report on the English language proficiency of their EAL learners, The Bell Foundation highly recommends that schools continue to assess learners with EAL in order to achieve the best outcomes, even if they are not required to report on it.

Band A New to English/Beginning	The student may: <ul style="list-style-type: none">• Use the first language for learning and other purposes.• Remain completely silent in the classroom.• Be copying/repeating some words or phrases.• Understand some everyday expressions in English but may have minimal or no literacy in English.• Needs a considerable amount of EAL support
Band B EarlyAcquisition	The student may: <ul style="list-style-type: none">• Follow day-to-day social communication in English and participate in learning activities with support.

/Emerging	<ul style="list-style-type: none"> • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. • Still needs a significant amount of EAL support to access curriculum
Band C Developing Competence/Expanding	<p>The student may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Be able to express oneself orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. • Requires ongoing EAL support to access curriculum fully
Band D Competent/Diversifying	<ul style="list-style-type: none"> • Oral English develops 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
Band E Fluent	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to a student who uses English as a first language. • Operates without EAL support across the curriculum.

9. Starting school

Appendix 1 sets out the schedule for induction, support and assessment for EAL students.

Every class in school from Year 7 to Year 11 have appointed class buddies who help new students settle into school by showing them around the school, helping them make new friends

and ensuring these students are not excluded from activities in and outside the classroom. A welcoming environment in class helps the student settle in quickly. The EAL teacher works with new arrivals to ensure they are settling into school life smoothly.

The EAL teacher will also have a specific set of criteria to assess how the students are settling into school life. This will be done at specific times after their arrival. **(See Appendix 2).**

10. 'New Arrivals' from overseas

We define 'new arrivals' as students who have not had a consistent education in this country for the past year.

Most new arrivals have English as an additional language needs. This means they come with either no or very little understanding of English. They may be literate in their home language and many have some experience of English but will require support to acquire fluency in English and to access the school curriculum. They will be assessed following the criteria and timescales set out in **Appendix 1.**

11. Students transferring from other UK educational settings

Students transfer from other schools. Information will be sought from the previous school to support transition and settling in. This will include any relevant information or assessment relating to EAL.

Students with previous experience of UK educational settings may still be at the early stages of English language acquisition or be advanced bilingual learners. They will be assessed following the criteria and timescales set out in **Appendix 1.**

12. Students starting school for the first time

Some EAL students have been resident in the United Kingdom for all or most of their lives. They have varied levels of English language skills from none to advanced bilingual learners. EAL students starting school for the first time will be assessed following the criteria and timescales set out in **Appendix 1.**

13. Planning and Teaching

- Targets for EAL students are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL students incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about students' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- Teachers are responsible for planning tasks to ensure effective use of Teaching assistants to support EAL students.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books or dual language words.
- Students are encouraged to share languages with their peers and enjoy learning new words in a different language to help with students' learning.
- Plan opportunities for the student to have a pre-teach or consolidation on a 1-1 basis.

14. Resources

The curriculum will reflect and draw on students' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences, resources will include:

- Dual Language books/Dictionaries in classrooms
- Multilingual signs and posters around the school and classrooms.
- Displays of languages.
- Language and vocabulary games.

15. Inclusion

- Beechwood 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 students, that a limited knowledge of English does not reflect a lack of ability or knowledge.
- Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English.

16. Teaching and Learning

Students with English as an Additional Language will have equal access to the national curriculum.

EAL students will be fully included within the classroom with additional support of varying levels provided as required.

The staff will provide:

- Appropriate stimuli for language development
- Encourage EAL students to participate in lessons by providing opportunities for participation in lessons by for example encouraging the students to first talk to a partner about their ideas before sharing them with the rest of the class.
- To consider the use of our own language when teaching in the classroom and endeavour to provide students with EAL contextual and visual clues to aid their understanding.
- An awareness that our school culture and environment may differ greatly from the student's previous experience of school life
- Be aware that an EAL students' social language (normally acquired in about two years) may differ greatly from their academic language (which can take up to 7-10 years to reach an equivalency with native speaker levels)
- Plan for and provide specific time or activities for students with English as an Additional language at a universal level of provision which may also include targeted and personalised provision as appropriate.
- The aim of this provision will be to enable students with English as an Additional Language to become independent learners.
- Good language role models for social interaction in learning activities and support language development through sensitive and informative feedback on grammatical accuracy, vocabulary and social rules for use.

17. Special Educational Needs and EAL

Some EAL students may have a special educational need and in such cases students will have equal access to school SEN provision, in addition to EAL support.

SEN Assessments of students with EAL will involve EAL specialists along with SEN specialists. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy. The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

18. Communication

Parents and teachers will work together in the best interests of students with EAL. Teachers will meet with parents as required, to inform them of progress made and discuss strategies in place if there is an Individual Education Plan in place where appropriate.

19. Success Criteria for this Policy:

- Students feel confident and happy.

- Students acquire English language skills swiftly and become confident in their use of spoken and written English
- Over time students achieve on a level with the monolingual students .
- Staff feel confident in supporting the needs of EAL students.
- Students' data is accessible and manageable.
- Parents are happy to approach the school.
- The school environment reflects and celebrates the multilingual nature of the student population.

20. Monitoring this Policy

- All staff are responsible for implementing this policy.
- The EAL Teachers will collect data and inform school.

21. Appendix 1

New EAL student induction and assessment

Identification	<p><u>Initial visit</u></p> <p>Family invited to school for an initial visit</p> <p>New student induction process commenced</p> <p>Parents/carers informed of school requirements.</p> <p>Parents and students are given a tour of the school and introduced to their EAL teacher.</p> <p>Parents and carers are informed of the student' s start date.</p>
Preparation	<p><u>Preparing for new student's starting</u></p> <ul style="list-style-type: none"> • Use information gained from student/ parent visit to prepare relevant resources, to include, e.g. early language support pack (picture/word fans, basic word books, vocabulary mats) and additional support. • Select students to be 'buddies' and ensure that they know what their responsibilities will be. • Ensure staff are aware of new student and home language • Identify any other students or families with the same home language • Visual timetable developed for student (where appropriate) • Bilingual dictionaries/iPads for classroom use where appropriate, with adult supervision
Initial assessment and support	<p><u>First week</u></p> <ul style="list-style-type: none"> • Use Early Support Strategies Checklist to plan provision for the EAL pupil (Appendix 2) • Initial assessment carried out at the end of the first week to assess how well the student is settling into school (use Early Success Criteria) • Observations of learning across the curriculum.
	<p><u>First month</u></p> <ul style="list-style-type: none"> • Early Success Criteria revisited to assess how well the student has settled (Appendix 2) • Early profile developed based on the Bell foundation Assessment system. • Set language targets for the learner or, if relevant, develop an individual support plan.

	<ul style="list-style-type: none"> Identify and implement specific interventions where appropriate – e.g. pre-teaching sessions, guided writing sessions, talking partners, learning village login etc...
Assess	<u>First half term</u> <ul style="list-style-type: none"> At the end of the first half term, update the Bell Foundation assessment grid. Discuss New student's progress in a student Progress Meeting. Consider the following – progress against targets, social interaction and any further support needed.
	<u>On-going</u> Devise new targets if appropriate and plan targeted interventions to plug gaps and help students acquire language. If progress is being made in the expected timeframes (see Language Acquisition timeline sheet for support) continue the process. If there are concerns about the English Language make a referral to the EAL leader after the 2nd term.
	<u>Concerns</u> If limited or no progress has been made in the time frames shown on the Language Transition Timeline, discuss with the Inclusion Team.

22. Appendix 2

1a Early success criteria for new EAL student

By the end of the first week the student is:	Yes	Not yet	By the end of the first month the student is:	Yes	Not yet
Relaxed and happy.			Coming to school happily		
Beginning to follow some classroom routines/conventions.			Relaxed and happy in school.		
Familiar with arrangements for school meals.			Following daily class routines.		

Familiar with location/use of classrooms and toilets.			Initiating contact (verbal or social) with teacher/other adults.		
Beginning to interact socially with peers.			Setting a task in the classroom.		
Comfortable using home language in school.			Playing/interacting with others at break time.		

1b 20 TOP TIPS SUPPORTING NEW ARRIVALS IN SECONDARY SCHOOLS

- Teach your class to say his/her name correctly.
- Don't panic - students may have a silent period.
- Plan for peer support – put in place a buddy system.
- Make all communication as visual as possible.
- Have a box of materials and activities that beginners can access easily.
- Provide a bilingual dictionary for students who are literate in their first language.
- Keep activities short – don't expect beginners to be able to sit and listen for too long.
- Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
- Group beginners with students with good language and behaviour models.
- Understand the pressures and changes that the beginner is experiencing.
- Enable beginners to maintain their first language in school and at home.
- Use simple sentences or phrases to model correct language structures.
- Model language rather than correct the beginner's language.
- Allow thinking time.
- Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
- Find information about L1 (readily available on the internet) to better understand student's acquisition of English.
- Provide opportunities for students to rehearse responses orally.
- Demonstrate the meaning of instructions.

1c Supporting newly arrived learners– A checklist for admission to school

Preparing for an admission

Whom to invite.

- The student and his/her parents or carers
- An interpreter if needed

What information does the family and the student need?

- The names of members of staff the child will meet in school.
- Requirements for school's admissions forms
- A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc (Translated if possible)
- A calendar of school events, trips, holidays and occasional days

- Uniform and PE kit list with examples to show.
- A list of any other clothing or equipment which the family is expected to provide.
- Information about school meals and lunch time arrangements.
- Information about any support the school will put in place e.g. TA, buddies
- Information about any grants, benefits or assistance available
- Curriculum information
- A contact name and telephone number for the school

What information does the school need?

- The student 's name and how to spell and pronounce it correctly
- Details to complete the admissions form during the interview
- Languages spoken within the family
- Language used for previous education
- Languages learned at previous school

1d Supporting newly arrived learners– A checklist for Supporting the emotional and social needs of the newly arrived student with EAL

- Utilise peer support. Recruit a pair of 'buddies' and a 'circle of friends' who will help the newly arrived student to become familiar with the layout of the school and routines. They will help the student to feel included at lunch time as well as in class activities.
- Teach the class to say his/her name correctly.
- Introduce basic 'survival language' (toilet, hungry, thirsty etc). A few illustrated cards can be useful.
- Ensure all staff (teaching and support staff, kitchen and caretaking staff) know about the needs of the new student .
- Understand that the student may have a silent period of up to several months. They may seem unresponsive, but a great deal of absorption of language and learning will be going on.
- Understand the pressures and changes that the beginner is experiencing e.g. culture shock.
- Integrate the student into regular school and class activities. Give some responsibilities e.g. giving out books.
- Participation can take many forms. Don't worry if a student does not want to join in actively at first. Invite the student to join in practical activities and try to ensure they have something to do which is relevant to the lesson.
- Behaviours can be culturally influenced. Some students may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don't understand what you are saying. They may stand closer or further away than you or other students are accustomed to.
- Recognise that there may be differences in attitudes to food, in eating styles and preferences. The student might not be used to eating with anyone outside their family.

- Be sensitive about inappropriate behaviour e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.
- It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Students will need regular short breaks from concentration throughout the day.
- Show interest in the student's country of origin. Give their culture recognition in any way you can.
- Value, use and display first language wherever possible.
- Encourage interaction with speakers of the same language in the school and at home (a secure first language reflects any additional language learned).
- Recognise that the beginner may have a greater ability or understanding than he/she is able to demonstrate, which can be frustrating for students and teachers.
- Maintain contact with the parents. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- It is important to avoid overgeneralization and stereotyping of students and their families. Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities and things we hold in common.
- Nearly all newly arrived students want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.