



English as an Additional Language Policy

Believe, Achieve, Celebrate

Reviewed by: Beth Lovell

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Introduction

Our Academy is committed to the needs of all children who are learning English as an Additional Language (EAL). This policy helps us to provide a consistent approach in working with EAL learners.

Terminology

EAL is an umbrella term that refers to children learning English as an additional language. Within this there is a sub-group of pupils, we term as International New Arrivals (**INA**). This refers specifically to pupils who have entered the UK, from abroad, who are learning English as an Additional Language. We also identify a separate group; new to English (**NtE**). This refers specifically to learners who are at the early stage of learning English and may include young children who are born in the UK and had limited access to English as well as INAs.

The term Advanced Bilingual learners (**ABL**) refers to pupils learning EAL where oral proficiency is similar to that of their monolingual peers yet writing still shows errors. There is no national timescale attributed to the term 'ABL', however, we use this term to refer to pupils who have been learning English for more than two years. The use of this term indicates that a pupil has achieved Basic Interpersonal Communication Skills (**BICS**) and their learning has moved forward and, therefore, different teaching strategies are needed for pupils learning EAL in this phase.

INTENT

Aims and objectives

As a school we will work together to:

- Promote equality of opportunity for all learners for whom English is an additional language
- Ensure access to the curriculum through high quality teaching
- Help children to speak, understand, read and write English
- Support the continued use of the children's home language
- Be proactive in removing barriers that stand in the way of our EAL learners fulfilling their potential.
- Make sure EAL learners are not inappropriately labelled or grouped as SEN or low ability
- Acknowledge individual strengths and celebrate cultural identities
- Provide a respectful environment which celebrates diversity, tolerance and supports English language learning
- Work with parents of EAL learners and ensure language is not a barrier to effective partnership
- Provide EAL learners – particularly those who are International New Arrivals - with a safe and welcoming environment where they are accepted, valued and encouraged to participate.
- Create partnerships beyond the school to promote cultural capital, improve provision and support for our EAL learners.

Roles and Responsibilities

There is a collective responsibility, held by all staff to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion.

The EAL lead will:

- Understand what constitutes excellent EAL provision and provide advice on EAL learning.
- Carry out an annual audit, write an action plan and share the EAL vision with all staff, governors and children.
- Keep abreast of educational guidance and EAL issues
- Advise on the induction of EAL learners and monitor EAL arrivals
- Monitor learning, teaching and assessment
- Collect and analyse EAL data and advise on development priorities
- Manage EAL resources
- Maximise opportunities for staff development
- Promote a school environment that celebrates diversity
- Promote positive relationships with parents of EAL learners
- Liaise with and support the school leadership team on matters relating to EAL

IMPLEMENTATION

Induction:

Our Academy realises the value of a thorough induction process as this is the first contact with the families. All induction meetings will be conducted in a sensitive manner. The creation of 'learner profiles' on EAL learners' linguistic background and previous educational experience is crucial in planning future support. The school will build positive relationships with families through the induction process, ensuring that key information is gathered and that information about the school is also effectively shared with the family. We understand that sometimes information sharing can be a difficult issue for families, and we will offer some flexibility in how induction meetings take place. At times, we realise that a translator may be needed to support induction meetings.

Teaching and Learning:

We provide an inclusive learning environment where all EAL learners can reach their full potential. We aim to provide excellent teaching tools through consistent and well researched approaches. Our curriculum and teaching methods from the Early Years Foundation Stage to Year 6, build good oral communication skills. While this approach and the strategies below specifically benefit EAL learners they also enhance learning for all children:

- Visual cues to support language learning across the curriculum (including Talk for Writing strategies).
- Pre-teaching of vocabulary
- Group and paired talking opportunities (including talk partners)

- Language rich and communication friendly classrooms
- High quality modelling of language
- The use of home languages, where possible
- Opportunities for real life experiences
- Explicit teaching of grammar and spoken English
- Buddies for New to English learners
- An engaging curriculum that reflects the school community
- Planning that understands the language demands for EAL learners.

IMPACT

Assessment:

Our Academy recognises that all pupils learning EAL – whether they are young children, older INA encountering English for the first time, or pupils whose home language is not English but have grown up in England, 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.

The Academy has adopted the NASSEA assessment tool to assess the four language modes; speaking, listening, reading and writing. Assessment for EAL learners is focused on these four key areas and is specific to the needs of pupils learning English as an additional language. This assessment will take place each term. It is recognised that prior educational experience will have an impact on assessment profiles and that effective assessment (especially initial assessment for NtE pupils) is vital in planning provision and setting targets.

Continued Professional Development:

The school will ensure that all staff are provided with CPD sessions focussed on supporting EAL across the curriculum. The school will ensure that staff carrying out specific EAL roles access appropriate CDP programmes to develop their knowledge and Skills.

Monitoring and Review:

This policy will be monitored by the EAL Leader and will be reviewed annually.