

# English as an Additional Language (EAL)



*Providing the roots to grow & the wings to fly.*

## Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As a school, we recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

## Aim

This policy aims to raise awareness of the academy's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise pupil achievement.

## Key Principles of additional language acquisition

- EAL pupils are entitled to access the academy curriculum and programmes of study and all 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 languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- 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 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.

## Local Context

- Burton Upon Trent is a town rich in cultural and racial diversity which attracts many overseas workers and as such has a high level of mobility. The area surrounding Henhurst Ridge Primary Academy is typically less transient and so proportions of children arriving new to English are anticipated to be lower than other schools in Burton.
- The academy bases numbers of EAL children on parental acknowledgement that English is an additional language upon admission to the school.

## Admissions, Assessment and Induction Process

When a pupil arrives in school with little or no English language skills, it is important to gain information about his or her language ability in the first or home language. However, children need time to settle in to a new school and to feel confident and secure enough to learn in a safe and welcoming environment. Pupils may be 'silent' for some time whilst they simply listen to the language. Alongside meeting with parents to establish educational and linguistic background, the Inclusion Lead (or a member of staff that may speak the child's home language) will conduct initial assessments as soon as the child is ready to identify proficiency in English levels in Listening, Speaking, Reading & Viewing & Writing. (See 'EAL Assessment Framework for Schools' from the Bell Foundation).

Early Development	CODE	Band A	Band B	Band C	Band D	Band E
		Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
↑	1	Can produce single words or short phrases and give simple greetings Autumn Spring Summer Academic Year	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') Autumn Spring Summer Academic Year	Can communicate immediate, concrete matters using connected utterances Autumn Spring Summer Academic Year	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation Autumn Spring Summer Academic Year	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'Animals less well adapted may fail to live long enough to reproduce and therefore become extinct') Autumn Spring Summer Academic Year
	2	Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball') Autumn Spring Summer Academic Year	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences Autumn Spring Summer Academic Year	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'comed', 'goed', 'he do') Autumn Spring Summer Academic Year	Can answer explicit questions from stories read aloud (e.g. who, what, or where) Autumn Spring Summer Academic Year	Can tell original stories with emerging detail Autumn Spring Summer Academic Year
	3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context Autumn Spring Summer Academic Year	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') Autumn Spring Summer Academic Year	Can use some vocabulary that has been introduced on tasks and in taught sessions Autumn Spring Summer Academic Year	Can give oral presentations on content-based topics approaching age-expected level Autumn Spring Summer Academic Year	Can join in a social or on-task discussion without support or scaffolding for EAL Autumn Spring Summer Academic Year
	4	Can identify and name some school and everyday objects (e.g. 'table', 'pencil') Autumn Spring Summer Academic Year	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides has a square?') Autumn Spring Summer Academic Year	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet') Autumn Spring Summer Academic Year	Can retell events in a connected narrative where content is familiar, using story language where appropriate Autumn Spring Summer Academic Year	Can compare attributes of real objects (e.g., 'X and Y are similar/different because...') Autumn Spring Summer Academic Year

The five proficiency bands A-E used in the assessment framework are based on the 'DfE proficiency in English scales' which will therefore ensure all EAL children have been correctly assessed for Census purposes.

### DfE Proficiency in English scales

<b>A</b>	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.

Following this assessment, the 'Classroom Support Strategies' from the Bell Foundation are used to plan a programme of work for the new arrival, starting at the appropriate proficiency scale. This ensures that all EAL learners have the correct support to move on in their acquisition of English.

Those children that are assessed at A or B will receive a more intensive programme of support upon arrival, which will help them acquire 'Survival English' so they can acclimatise as quickly as possible. This will be daily support from the class teacher, TA, Volunteer or Buddy (a pupil who has good communication skills and may have the same home language and is operating at Band D or E) and use resources specified in the 'Classroom Support Strategies'.

## Teaching Strategies

The Bell Foundation 'Classroom Support Strategies' depicts five main areas to underpin support:

- Classroom Organisation
- Ongoing Differentiation
- Language Focus
- Marking & Feedback
- Communication with home

These areas ensure a holistic approach to developing English acquisition rather than a 'single intervention' style.

Each area of learning (Listening, Speaking, Reading & Viewing & Writing) is organised into the proficiency bands and has teaching strategies under each of the areas above. There are links to on line information and resources.

## Assessment

### Formative assessment:

Teaching staff will use the 'Assessment Framework for Schools' for ongoing formative assessment to help them continually plan the next steps for the children's learning. Each band has ten steps that can be assessed in any order and when all ten are met, the child will be assessed as working at the next band. If the majority of the steps are achieved, then the teaching staff may start working on elements of the next band so as not to put a lid on the learning experiences of the child.

### Summative assessment:

Teaching staff, alongside the Inclusion Lead, will make a summative assessment of proficiency each term using the 'Assessment Framework for Schools' which will determine which band the child is now operating in.

Alongside, specific EAL assessments, EAL children will be assessed both formatively and summatively against the National Curriculum where appropriate. If a child is at the very early stages of language acquisition, it would be more suitable to use the EAL Assessment Framework and proficiency bands to record attainment.

### Progress of EAL learners:

Typically, an EAL learner can become conversational fluent in a new language within 2 to 3 years but it could take 5+ years for them to catch up with monolingual peers in cognitive and academic language. (Taken from 'Supporting Children learning English as an

Additional Language, National Primary Strategy 2007). Therefore, when assessing EAL children, a steady progression through the Bands is anticipated with particular acceleration early on in Speaking. If an EAL pupil appears 'stuck' for a period of time, then further assessments should be explored to determine whether there are any other underlying Special Educational Needs.

## Resources

Henhurst Ridge Primary Academy provides (where needed) appropriate materials such as dual language reading books, dictionaries and key word lists, in addition to materials to support the Intensive support period, such as board games involving key language, flash cards and key rings. I.C.T. and story props also give crucial support.

## Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the academy's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to academy's provision.

## Responsibilities

Mrs Davies (SENDCO & Inclusion Leader) has whole-school responsibility for EAL. She is supported by a number of support staff and Class Teachers who have responsibility for facilitating and delivering the Intensive Support Programme for children arriving operating at Band A & B. All teaching staff are responsible for the provision of their EAL children.

## Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using simple, clear spoken language when communicating with Parents/Carers; using translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.