



EAL Policy



English as an Additional Language (EAL) Policy

1 Introduction

1.1 Within the Trust all our children are equally important, and this applies to all aspects of their education, their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

1.2 A number of children have particular cultural and linguistic requirements with regard to learning and assessment, and these may be linked to their progress in learning English as an additional language.

1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4 Research suggests that multilingualism is associated with academic success. The Trust recognises the importance of bilingualism in its own right, and the transferable skills that this helps develop.

1.5 The statistical profile of the city of Coventry is one of an increasing number of BME children being born and arriving from overseas and the Trust recognises the need to be aware of the potential for changes in its demographic profile and its implications with regard to linguistic, cultural and religious needs of its pupils.

2 Aims and Objectives

2.1 Underlying the National Curriculum is the entitlement of all children to access all areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our schools.

2.2 The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements the Equalities Act and is based on the monitoring of data, and examination and evaluation of policy and practice.

2.3 Our Trust also aims to celebrate children's (English as an Additional language) cultural heritage alongside maintaining their home language. Primarily, we want to ensure they are safe, settled and secure so that they will then begin their language acquisition, often following a period of selective mutism, successfully.

3 Teaching and Learning Style

3.1 In our schools (see also 4.4 re Foundation Stage) teachers use various methods to help children who are new to learning English.

3.1.1 Developing spoken and written English by:

- ensuring that vocabulary work covers the technical and subject specific language as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials that support comprehension as well as decoding,
- to exemplify the different ways in which English is used through the use of good role models;
- giving them appropriate opportunities for talk and listen to high-quality dialogue, and through this supporting the development of writing;
- encouraging them to use their understanding in first language to support their language development in English;

3.1.2 Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing personalised support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- encouraging the use of the home or first language where appropriate.
- using displays of key vocabulary to support learning.
- providing specialist support for identified EAL children or groups of children
- involving parents as appropriate in their child's education

4 EAL and Inclusion

4.1 Across the Trust we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not work separately except when they are receiving specific targeted support. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this by monitoring ensuring that their progress is at least in line with school, city and national expectations.

4.2 We do not withdraw children from lessons to receive EAL support once some emergent English has been acquired. Pupils entering the schools as newly arrived pupils will be supported on a 1:1 basis or small group basis wherever possible by a (EAL) teaching assistant whilst 'survival English' is acquired. This may also involve some work with a translator provided by Minority Group Support Services (MGSS). The teaching assistant works in partnership with class teachers and the Inclusion Manager to identify specific linguistic needs. This may include supporting individual children, small groups of children or working with the whole class. Care is taken with groupings for children with EAL in order that good role models be provided and that there are high expectations for children.

4.3 In the Foundation Stage we provide opportunities for children new to English to develop their use of this language whilst being aware of the importance of their first language we provide support to help them take part in all activities.

4.4 The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- Providing a variety of writing in the children's home languages, as well as in English.
- Working with parents to ensure that the school has a good understanding of the cultural and linguistic backgrounds of the pupils and that parents are aware of the how they can support their children's' education.

5 Assessment for Learning

5.1 Our schools use the Bell Foundation Assessment Framework (Appendix 1 – sample page) to measure the English language competence of newly arrived children. This provides clear evidence of progress whilst children are at the earliest stage of learning English and allows for progress to be measured in terms of speaking, listening, reading and writing. We record their attainment and progress according to agreed school procedures once it is appropriate for them to be judged against ARE expectations. This may take up to two years.

5.2 The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language and we will do this as appropriate.

5.3 The Inclusion Manager and EMA Teaching Assistant will support children during the Key Stage 1 and Key Stage 2 assessment period using bilingual support if necessary.

6 Monitoring and Review

6.1 This policy is monitored by the Local Governing Board, and will be reviewed in three years, or earlier if necessary. It should be read in conjunction with the policy for of Newly Arrived pupils.

Date of approval:

Signature: Head Teacher

Signature: Chair of Local Governing Body

Renewal Date:

Appendix 1 – The Bell Foundation Assessment Framework

PRIMARY LISTENING

Name:

Class:

First Language:

Early Development
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CODE	Band A	Band B	Band C	Band D	Band E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing little or no disadvantage to English-speaking peers
1	Can understand single words or short phrases in familiar contexts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand an unfamiliar speaker on a familiar topic <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can meet the language demands of group activities and class discussions without support for EAL <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rack?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is acquiring topic/subject-specific vocabulary <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can select key information for a purpose, rejecting irrelevant and unimportant information <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend for short periods to simple stories and songs with visual scaffolds <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'do your best'; 'check your work') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can participate confidently in shared texts, such as songs and poetry <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can draw on a range of discourse markers (e.g. expressions like right, okay, anyway; as I said) to help make meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
	Can follow and join in routine classroom activities willingly	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a	Can interpret meaning and feelings from intonation, volume, stress,	Can understand humorous references if not culturally laden