

## G5b. English as an Additional Language Policy

### Eaton Square School English as an Additional Language Policy 2022

*This policy is for the whole school, including EYFS*

Reviewed: Mrs Trish Watt Headmistress	4.9.22
Approved by: Mrs Trish Watt Headmistress	07.09.22
Next review: September 2023	

#### 1. Introduction

- 1.1. The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English.
- 1.2. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood (usually in their first three years) and continues to be exposed to and use this language at home or in their community. EAL learners might have access to more than one language at home; however, this does not necessarily imply full fluency in those languages.
- 1.3. A pupil will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.
- 1.4. This policy refers to EAL pupils who are in need of support due to their EAL needs, i.e. beginners in English through to advanced and proficient bilingual learners.
- 1.5. The EAL policy sets out the School's aims, objectives, responsibilities and strategies with regards to the needs and skills of EAL pupils who need differentiated support in class and EAL specialist support out of class.

#### 2. We aim to ensure that EAL pupils are able to:

- 2.1. Use English confidently and competently;
- 2.2. Use English as a means of learning across the curriculum;
- 2.3. Where appropriate, make use of their knowledge of other languages;

#### 3. Responsibilities of the School:

- 3.1. To have a clearly outlined EAL policy;
- 3.2. To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the School;

- 3.3. To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum and are fully integrated in school life;
- 3.4. To identify pupils with EAL, assess their needs and skills, give appropriate support, monitor their progress and to intervene should this progress fall below expectations;
- 3.5. To equip staff with the knowledge, skills and resources to be able to support and monitor EAL pupils, and training in planning, teaching and supporting EAL pupils is available to staff;
- 3.6. All involved in teaching EAL pupils liaise regularly and relevant information on EAL pupils reaches all staff;
- 3.7. Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-Bullying Policy;

#### **4. EAL Assessment**

Eaton Square Prep School offers EAL support to pupils in the School, who are new to the English language and/or new in the UK; have basic/limited English or are advanced bilingual learners in need of some differentiated language support due to their EAL needs.

When a bilingual/multilingual pupil first joins Eaton Square School, the EAL Coordinator/EAL teacher meets them to determine the pupil's command of the English language. Various tests are carried out in an informal situation to take the pressure off pupils.

The aims are to test the four language skills in English - reading, writing, listening, and speaking - by testing word recognition, sound discrimination, grammar knowledge, oral comprehension and expression, spelling and writing skills, reading comprehension skills etc.

Pupils perform simple operations such as selecting key information, writing words and phrases in gaps, answering open-ended questions, matching activities, putting picture stories in order, giving information about themselves, describing a picture or their daily routine etc. Older pupils (usually 7 years old and above) are also asked to write a very short paragraph (if this is feasible) about themselves or their home city/home country in their home language with the aim to determine their level of literacy in their home language, if there is a need to do this.

It is vital to highlight pupil's strong points as well as their weaker areas they need to work on, in order to encourage and further motivate them, as well as their level of literacy in their home language.

Based on the result of the EAL assessment, the EAL Coordinator/EAL teacher discusses with the class teacher if EAL specialist lessons out of class will be beneficial for the pupil. If all agree that this is the case, then the EAL Coordinator contacts the parents and explains to them the EAL support system in the school, the relevant charges for the EAL specialist lessons and suggests ways how to support their children at home. The EAL pupil is timetabled for EAL specialist lessons out of class and regular contact with the parents and the teaching staff is initiated to keep them up-to-date with the pupil's language progress, their language targets and any EAL strategies that can be used in class/at home to support them. Termly reports and regular parents meetings throughout the school year are a vital part of the communication with parents.

The EAL lessons are specialist lessons out of class, provided by specialist EAL teachers, and can be either individual or in small groups depending on the pupil's age, their level of English, class timetables etc. The EAL lessons are during school hours and happen instead of other timetabled lessons. Planning for EAL lessons is linked to class planning and subject tasks as much and as often as possible to ensure that no curriculum content is missed out on, as well as to give the EAL pupils a better chance to integrate in class and school life. The EAL lessons aim to teach and/or pre-teach general and subject-specific vocabulary and grammar, in order to develop pupils' basic interpersonal communication skills (BICS) as well as their cognitive academic language proficiency (CALP) in English. All four language skills, i.e. reading, writing, speaking and listening/understanding are being developed through vocabulary and grammar exercises, spelling and writing tasks, reading comprehensions, oral practice etc.

The EAL team supports all teaching staff with advice for differentiated planning and EAL strategies in class.

EAL lessons incur an additional cost to parents and there is an EAL Cost Information Sheet, which clearly sets out the type of EAL support available and the relevant charge for it (please refer to a separate document "EAL Support System – Cost Info"). Parents are made aware of all the costs, prior to the commencement of the EAL lessons, as parents' consent is sought by the EAL coordinator.

The EAL team discusses the EAL pupils' progress with the class teachers and parents regularly.

As a means of tracking EAL pupils' progress in EAL, EAL progress tracking sheets are used at the end of each term, where EAL teachers highlight and date the pupil's achievements, which show pupils language progress in English during each term. They are saved on the schools' shared area (in the EAL folder) for easy access to all staff. This clearly indicates and demonstrates what EAL pupils can do and what their next language targets might be. Teaching staff are made aware of this, as it helps them to plan and differentiate for EAL pupils in the classroom.

### **5. Admitting New Bilingual/Multilingual Pupils**

We aim to collect and record the below additional information through registration forms and initial meetings with parents/carers:

- Country of origin;
- Date of arrival in the UK;
- Pupil's first language;
- Pupil's level of English;
- Other languages spoken at home;
- Pupil's level of literacy in these languages;
- Pupil's previous educational background;

### **6. Responsibilities of the EAL department include:**

- Identifying the presence and needs of EAL pupils;
- Assessing, tracking and monitoring the progress of all EAL pupils who need support;

- Devising EAL programmes appropriate for the age, needs and level of English of the EAL pupils and also covering basic subject-specific vocabulary linking it with the class planning;
- Offering EAL support to EAL pupils during school hours, either individually or in small groups, in or out of the classroom;
- Timetabling EAL lessons and ensuring no key subjects are missed;
- Resource provision - collecting, suggesting, modifying or designing specific resources to support the learning of EAL pupils in and out of class and supporting class teachers with advice and strategies for differentiation for EAL in class;
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum;
- Supporting all teaching staff with advice for differentiated planning and EAL strategies as well as providing in-house EAL training in staff meetings and on inset days;
- Maintaining and updating an EAL register of EAL pupils who need and receive support;
- Managing EAL data of nationalities and languages in the school;
- Celebrating and promoting all languages in the school, i.e. cultural and linguistic diversity, through events such as ‘Language of the Term’, ‘Language Ambassadors’, ‘International Week’, international lunches, language tasters etc;

### **7. EAL Record Keeping**

The EAL team maintains an EAL register, which identifies all EAL pupils who need support due to their EAL needs, e.g. individual, in groups, in or out of class.

Each pupil on the EAL register has an EAL portrait, which is saved on the school’s shared area (EAL folder) for easy access to all teaching and support staff. It might consist of the following:

- EAL initial tests and Initial EAL Initial Assessment Report;
- Language portrait;
- Samples of EAL and class work;
- EAL Progress Tracking Sheet, which tracks pupils’ progress in the 4 key language areas (reading, writing, listening and speaking); it identifies their achieved levels and indicates the next level or target to work towards;
- any unaided/independent EAL written work;
- EAL reports;

### **8. Teaching and Learning strategies**

The EAL department and the School support all teaching staff to:

- Plan for and provide appropriate stimuli for language development of all EAL pupils;
- Provide appropriate differentiated activities and extra support, where necessary in whole class and small group sessions;
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons, including verbal and written practice;
- Encourage EAL pupils to use their home languages to support their learning of English through translating, use of dictionaries, brainstorming and mind-mapping in their home languages, grouping pupils of same nationalities to give them the opportunity to discuss topics and ideas in their home languages first etc;
- Consider own language use and provide suitable contextual clues for EAL pupils;

- Be aware that our School's culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school's culture that the EAL pupils are familiar with and have grown in;
- Plan for and provide specific time for support for pupils with EAL needs;
- Be aware that EAL pupils' social language (normally acquired in around 2 to 5 years) may be much more advanced than their academic language (which can take 5 to 7 years to reach native-speaker levels);
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills;
- Provide good language and behaviour role models for social interaction in learning activities;
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils to develop their cognitive academic language proficiency (CALP);
- Provide a happy, safe and intellectually challenging learning environment;
- Support language development through sensitive and informative verbal feedback and marking in books on grammatical accuracy, social rules of use (formality, politeness, register etc), genre features and characteristics (narrative, reports, essays, formal writing etc);
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners;
- Encourage parents' participation and involving parents in EAL pupils' learning;

### **9. Role of Teaching Staff**

All teaching staff are responsible for language teaching; pupils learn another language best when they are engaged and involved in learning through purposeful cognitive stimuli for both general and academic English language learning

EAL pupils should be given supported access to schoolwork at an appropriate level. Homework and weekly spellings should be appropriately differentiated.

There are various ways in which this can be achieved:

- Teachers need to be aware of pupils' language needs and the importance of using accessible language in the form of clear worksheets/texts/instructions, and plenty of visual support;
- Where possible, information on new topics should be sent home in advance where words can be translated and practised with parents in the home language, and topics can be discussed at ease in pupils' home languages;
- Use a buddy system wherever necessary;
- Front seating for all EAL pupils with easy access to the teacher and the board;
- Try to learn some basic greetings and words in pupils' home languages;
- Learn to pronounce and spell foreign names correctly;
- Be aware of any cultural and linguistic differences, in terms of body language, history, traditions, routines, behaviour expectations, cultures etc;
- Write a routine for the day on the board with visual support;
- Display maps and have multilingual displays;
- Use bilingual books and dictionaries where appropriate;

### **10. Placement in classes/teaching sets**

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement.

All EAL pupils should:

- have access to the whole curriculum;
- be integrated in school's life as early and as quickly as possible;
- be taught with their peers in their age-appropriate class;
- be placed in groups/sets where they will see models of good behaviour and language;
- be placed in groups with fluent English speakers who will provide them with good language models;
- be placed in as high a set as possible i.e. with their intellectual/academic equals;
- not be automatically placed with Learning Support (SEND) pupils;

### **11. Speaking English and pupils' home languages in School**

Eaton Square School, Belgravia acknowledges and plans for the needs of all EAL pupils. The School encourages pupils to speak English in lessons and at lunch times as well as their home languages to support their learning and understanding of English. There is a support system in lessons, whereby the EAL pupil will have one or two allocated 'buddies' who they can talk to in their home language to explain instructions/activities and pass on information as necessary. In social situations (garden or park), pupils are encouraged to speak in their home language as well as in English to foster and encourage social interaction.

### **12. Partnerships with Parents**

Good relationships with parents are essential if the EAL pupil is to succeed. Parents should be made aware of the difficulties their child is facing and the time frames for learning English (conversational and academic) should also be outlined. Parents are an invaluable resource in helping their children continue and expand their cognitive development, while they are learning English at school. Where appropriate, the EAL team and/or the class teacher should give suggestions on how to help the EAL pupil at home.

### **13. Ideas for helping children at home:**

- Play dates with English speaking children to provide good language models;
- English versions of child-friendly and educational computer games and board games; educational programmes on TV, e.g. CBBC
- Story CDs in English; audio books;
- Bilingual story books;
- Translating concepts learnt at school into home language;
- Exploring upcoming topics in home language before discussing and learning in class;
- Speaking/Talking Dictionaries;
- Reading books in English and in the home language;
- Educational apps and websites for learning vocabulary and grammar in English;

### **14. Note**

- 14.1. Any concerns about the wellbeing of a pupil with EAL should be referred to the relevant members of staff.

- 14.2. If the School has reasons to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the SEND policy.
- 14.3. The following members of staff are responsible for the provision for pupils for whom English is an additional language:
- 14.4. With regards to COVID-19 and year group ‘bubbles’, the EAL team all wear visors in their sessions both in and out of class; social distancing is adhered to where possible in the EAL rooms; all tables, chairs, resources and equipment is sanitised between sessions. All pupils coming into the EAL rooms for their sessions are encouraged to sanitise their hands before and after their sessions. All tables in the EAL rooms face forward. As the EAL team works across ‘bubbles’, the EAL teachers are encouraged to keep their distance in the common areas and on lunch duties and practise social distancing when on park duties.

Iva Miteva, EAL Coordinator and teaching EAL in Yr1 to Yr6  
 Mary Phillips, EAL teacher, Yr 2 – Yr 6  
 Jo Gray, EAL teacher, Nurseries-Rec

The EAL policy is reviewed every two years.

Last updated: 14/01/2016 - 23/11/2017 – 1/09/2019 – 25/09/2020

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### **Appendices:**

**Appendix 1:** Strategies for supporting EAL pupils in class;

**Appendix 2:** EAL Levels

**Appendix 3:** EAL or SEN

### **Appendix 1:**

#### **Strategies for supporting EAL pupils in class**

Staff use support strategies to ensure curriculum access:

- Collaborative group work;
  - Enhanced opportunities for speaking, listening and writing practice;
  - Effective role models of speaking, reading and writing;
  - Additional verbal support - repetition, alternative phrasing, peer support;
  - Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc;
  - Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
  - Writing frames for scaffolded support;
  - Opportunities for role play;
- Information on new topics should be sent home in advance where words can be translated and practised with parents in the home language.
- Pupils receive regular feedback from staff;
  - Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;

- Discussion is provided before and during reading and writing activities, using preferred language where appropriate;
- Where possible, learning progression moves from concrete to abstract;
  - Pupils are encouraged to use their home languages to support their learning and understanding of English;

## **Appendix 2:**

### **EAL Levels**

#### **Why assess English as an additional language?**

The on-going and continuous assessment of a pupil's proficiency in English as an additional language needs to be done through specific EAL levels for a number of reasons:

- other English levels measure the attainment of learners in English as a subject and not the level of language proficiency in English as an additional language across the curriculum;
- A teacher needs to know what level of proficiency in the use of English a pupil has, in order to effectively assess, plan and monitor the pupil's languages progress in the curriculum.

The **EAL levels** are used for **continuous assessment** of a bilingual learner's English language development.

They:

- Are used to track the progress of pupils from different language backgrounds;
- Inform and monitor the impact of interventions designed to address the needs of bilingual pupils;
- Are used to plan, set targets and decide on the appropriate support needed to meet the language development needs of the EAL pupils;

*Please see a separate document for EAL levels*

## **Appendix 3:**

### **EAL or SEN**

#### **Triggers for Concern**

- Language acquisition progress below expected norm;
- Unusually slow work rate compare with peers;
- Little response to peer or teacher intervention;
- Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression;
- Poor listening and attention skills;
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing;
- Very low baseline assessment;
- Poor ability in first language;
- Inability to acquire basic number concepts;
- Parent expressing concern over pupil's school progress;



- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects;
- Emotional and behavioural difficulties;