



St George's
School Edgbaston

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Revised: October 2019



This policy applies to Upper & Lower School and EYFS.

Introduction

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing.

We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages.

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.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success.

This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

1. Newly arrived from a foreign country and school
2. Newly arrived from a foreign country but an English speaking school
3. Born abroad, but moved to England at some point earlier in their childhood
4. Born in the UK, but in a family where the main language is not English

EAL pupils will need varying levels of provision.

Aims

- EAL support is available in principle to all pupils whose first language is not English. In practice many EAL pupils will neither need nor want language support

- To meet the full range of needs of the children who are learning English as a second language
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To be able to assess the skills and needs of a pupil with EAL and to give appropriate provision throughout the school
- To monitor pupils' progress systematically and use the data to inform future planning

Principles of EAL Provision

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities
- The school environment, both in and outside the classroom, should promote language development
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated
- Language develops best when used in purposeful contexts across the curriculum
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modelling uses of language. The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Strategies

In our school, teachers use various strategies to help children who are learning English as an additional language:

- Pre-teach key vocabulary before embarking on a new topic
- Display key vocabulary in the classroom
- Group children to ensure that EAL pupils hear good models of English
- Ensure that there are good opportunities for talking, and that talking is used to support writing
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Use collaborative learning techniques
- Display visuals to aid learning, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Provide bilingual resources, e.g. dictionaries, online support, bilingual staff/pupils, texts, vocabulary lists
- Provide writing frames and sentence starters
- Recognise that children with English as an additional language will need more time to process and answer, both orally and in written format. Extra time will be awarded in exams, if appropriate
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained.)
- Recognise the child's mother tongue. Remember he/she has the potential to become a bi-lingual adult
- Opportunities for role play, where appropriate
- Receive regular feedback from staff
- Where possible, learning progression moves from concrete to abstract

Assessment

- The school registration form identifies pupils where English is a second language
- We aim to assess a pupil's language level as soon as possible. When a new pupil arrives, we use the NASSEA steps as recommended by the EAL Advisory Team, to measure English language competence for new to English children
- We also use the REAL London Gifted & Talented initial assessment tests to assess EAL pupils' levels in English, and to indicate whether the pupils may have the potential to be gifted and talented

- This information is used to assess the most appropriate provision for a particular pupil
- Progress is monitored both informally and formally by the EAL teachers, SENCO, subject and class teachers
- We recognise that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision, in addition to EAL support
- If possible, we will seek a first language assessment to ensure accurate identification of SEN
- We will also ask the specialist teacher to carry out a visual WRIT (wide range intelligence test) to assess reasoning abilities, if we feel it is necessary
- Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets at least every half term. These targets are reviewed on a regular basis following the process of 'Assess, plan, do, review'
- The EAL teacher will hold relevant information on EAL pupils. This will include achievement, progress and suggested teaching strategies

Resources

A range of resources are available to support pupils' linguistic development including: teaching materials for a range of Cambridge examinations, grammar books, games, collaborative learning activities, visual materials, writing frames and sentence starters, bilingual word lists and a range of phonics (particularly related to Letters and Sounds) materials.

For pupils in the EYFS there are a range of games and activities that allow the pupils to use their home language in play and learning in school, and to support their language development at home. Opportunities are provided both in the classroom and in individual/group settings to learn and reach a good standard in the English language.

Displays and resources aim to reflect linguistic and cultural diversity.

Admission Arrangements

For details regarding admission arrangements for overseas students, please refer to the schools **Admissions Policy**.

EAL Support

Wherever possible, EAL pupils are integrated into mainstream lessons following the same curriculum as their peers, with, where possible, support provided within these lessons. This support includes understanding key vocabulary and interpreting information; assisting with the preparation of written assignments; assisting with note-taking; proof reading etc. Specialist EAL tuition is also available at an additional cost as an alternative to mainstream English lessons, if appropriate (see relevant schemes of work). If the School feels that your child needs 1:1 or group interventions to enable them to become proficient in English, we expect parents to support the school and agree to this provision – all offers of places to pupils with EAL are made on this basis.

In Upper school, vocabulary support is given as and when required, alongside preparation for:

- Cambridge ESOL Key English Test and Preliminary English Test: Years 7-9
- International GCSE English as a Second Language: Years 10-11
- IELTS (International English Language Testing System): Years 12-13

In Lower School pupils are provided with 1:1 or small group tuition from Year 1 onwards. During these sessions, and depending on the pupil's level of English, time is spent working on the main skills of Speaking and Listening, Reading, Writing and Maths/Topic vocabulary through the following types of activities or schemes of work:

- Cambridge Young Learners (Starters, Movers and Flyers)
- Colourful Semantics (for sentence construction)
- Phonics (Letters and Sounds)
- Working with real books
- Grammar games and activities
- Vocabulary enrichment through games and activities and Joffe vocabulary for learning programme
- Spelling - high frequency words and topic related
- Vocabulary support for termly topics and maths
- Comprehension
- Focussed language activities using real objects
- Barrier games
- Clicker 7
- Talk for writing
- Nesy computer programme

Homework, spellings and reading books are also provided until the pupil is able to access the homework set by the class teacher.

In Early Years we provide enabling environments for children to support the use of their home language through both play and learning time and develop their English language. We use technology within the classroom to support language development, such as talking tins or postcards and the audio on Google translate with classroom iPads. The staff support the children by giving them visual cues, verbal English words and some home language words, so they can begin to connect all three. We also utilise different languages spoken by members of staff for learning and assessment purposes. We ensure that they also have sufficient opportunities to learn and reach a good standard in English language using personalised reading books, use of flash cards and visual cues, etc. Pupils are assessed at the end of Reception to see if they have met the Early Learning Goals and observations on the individual learning styles (characteristic of effective learning.) This is passed on to the Year 1 teacher to ensure that they have the best opportunities at the start of KS1 to build on their language development. We make links between home and school to support their home language development and invite parents in if we have any concerns about language delay. This allows us to discuss with them their child's level of participation as active speakers and listeners within the family in their home language. If they have any concerns, these are then recorded and fed to the SENCO where appropriate.

Pastoral Support

Pastoral support, in addition to that provided by mainstream staff, is also provided for international pupils by EAL staff, including mentoring.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their family/carers. We take account of parent/carers linguistic, cultural and religious backgrounds when developing home-school links. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, and when possible with the use of a translator, interpreter or QR codes. We benefit from having staff who speak a wide range of languages, and where possible we will draw upon the support of these staff to aid translation.

Staff Development

The school will enable all staff to undertake professional development, both from internal INSET or external providers, to ensure that provision for EAL pupils is appropriately delivered and co-ordinated. EAL staff provide information for mainstream staff to ensure that they understand the needs of international pupils and are aware of appropriate strategies they can use to support EAL pupils within their lessons.

The EAL Development Plan incorporates targets relating to raising the achievement of minority ethnic/EAL pupils.

Monitoring and Review

It is the responsibility of all staff to adhere to this policy. It will be reviewed annually by the SLT and Board of Trustees.

**To be reviewed October 2020
or as and when statutory
guidance / legislation changes**