English as an Additional Language (EAL) Policy

Including Early Years Foundation Stage

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INTRODUCTION

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. Bilingualism and multiculturalism are assets that should be actively supported and celebrated. At Reigate St Mary's we take a whole school approach, including ethos, curriculum, education against racism, and promoting language awareness. We believe that all teachers are teachers of pupils with individual needs.

Throughout this policy and other related policies and documents, these pupils are referred to as 'EAL pupils'.

STATEMENT OF AIMS

This policy alongside the 'Admissions, Induction & Support Guidance for Pupils with EAL' document, aims to raise awareness of Reigate St. Mary's obligations to support the planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of pupils who have English as an additional language.

These documents outline how these pupils are supported and integrated as fully as possible into our school and are given a broad and balanced curriculum. As a school we aim to be:

- proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- to meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum and other education opportunities and the achievement of their education potential.
- to provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encourage to participate.

DEFININTION AND CLASSIFICATION

An EAL pupil is a pupil who is 'exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration'. *(DfE Schools, Pupils and their Characteristics, July 2020)*

This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

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

EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

A NEW TO ENGLISH	The pupil may: • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support**
B EARLY ACQUISITION	The pupil may: • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. Have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access curriculum**
C DEVELOPING COMPETENCE	The pupil may: • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. **Requires ongoing EAL support to access curriculum fully**
D COMPETENT	• Oral English 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**
E FLUENT	Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. **Operates without EAL support across the curriculum.**

SCHOOL CONTEXT

Here at Reigate St Mary's approximately 21% of our pupils have been identified as having EAL. These pupils tend to come from a range of ethnic groups and linguistic backgrounds.

A few of our EAL pupils arrive in school having had little or no exposure to English language and culture. They usually arrive in our school with some spoken/literacy skills in their home language but are not necessarily able to read and write in their home language.
(DfE Level A – new to English).

Other EAL pupils joining our school from abroad may have higher levels of English proficiency but may take time to get to grips with their new environment. They are able to express themselves orally in English but may still have structural inaccuracies and required ongoing EAL support particularly for understanding text and writing.
(DfE Level C – developing competence)

The majority of bilingual children in our school are fluent in English when they join, have deliberately been brought up as bilingual by their parents or in fact count English as their first language whilst being fluent or semi fluent in another family language. Their EAL needs may still surface as they progress through the school and so the EAL provision is still relevant to support their abilities.
(DfE Level D – competent and Level E – fluent)

PRINCIPLES OF EAL PROVISION

- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities.
- The bi/multilingualism of our children and staff enriches our school and our community.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- The school environment both in and outside the classroom should promote language development.
- The school structures should promote full integration and the pupils are actively encouraged to participate in extra-curricular activities.
- The views of the parents are taken into account and they are encouraged to play a role in the pupil's education.
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness.

EARLY YEARS FOUNDATION STAGE

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home and, furthermore, we must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skill, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.

(Statutory Framework for the Early Years Foundation Stage (2017)

IDENTIFICATION

Pupils who have English as an additional language (EAL) are identified by the Admissions Team and EAL Co-ordinator as part of our admissions procedure and their names are recorded on the EAL register. Children and parents will meet with the EAL Co-ordinator or Deputy EAL Co-ordinator as part of our admission process. The EAL coordinator/Deputy will collect information, which will enable the child to settle into school quickly. The information will be shared with teachers.

Please refer to our 'Admissions, Induction and Support Guidance for Pupil's with EAL' document for more information on Admission process which includes the following procedures:

- Preparation for class teachers before a pupil with EAL starts at Reigate St Mary's.
- Pupil Start Date and Welcoming the Child
- The First Few Weeks

Class teachers and subject specific teachers should be aware of the EAL register. They should be aware of the influence of behaviour, attitude, and cultural expectations of the pupils on and plan their teaching to support language development.

ROLES AND RESPONSIBILITIES

There is collective responsibility help by all staff at Reigate St Mary's to identify and remove barriers that stand in the way of our EAL pupils' learning and success and we have a designated EAL coordinator – Lisa Masarati. They coordinate the EAL provision in terms of pastoral and academic support in order to ensure curriculum coverage, continuity and progression and pupil welfare.

Other responsibilities include:
- Advising staff and providing practical guidance on strategies of how to raise attainment.
- Maintaining a consistent approach to the induction of pupils with EAL in Early Years, Lower School and Upper School.
- Identifying and keeping records of the learners with EAL.
- Maintaining the EAL Register.

Planning for EAL pupils will be relevant to their specific needs. Where EAL pupils also have SEND it may be necessary to produce an individual plan for the child.

CLASS TEACHER

Each class teacher should be aware of the EAL pupils in their class and this should be noted on the pupil profile where appropriate. Teachers should aim for the following:
- Analyse the language demands of lesson content, in order to understand how each lesson can promote language as well as content learning;
- Preview language objectives alongside other aims at the beginning of the lesson;
- Provide ample opportunities for talk – pair work, collaborative activities etc. (whilst being aware that pupils with EAL may need time before being able or confident to engage in speaking) and model spoken structures, for example using frameworks for talking and active listening tasks;
- Encourage pupil responses and promote interaction using different forms of questioning: closed and open, concrete and abstract, etc.
- Allow pupils 'time to think' before answering questions;
- Scaffold reading activities, for example using paired reading and directed activities related to texts
- Scaffold writing tasks, for example matching, sequencing, providing writing frames and word banks;
- Teach language skills explicitly, including demonstrating grammar conventions (e.g. the use of connectives in essay writing), with opportunities to practise language use;
- Focus on developing and providing the language for higher order thinking skills such as hypothesising, evaluating, inferring, generalising etc.;
- Prepare resources that support the development of pupils' language skills and understanding, including visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts;

- Develop increased opportunities for all pupils to be taught subjects through arts activities such as art and design, music, drama and dance;
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning;
- Allow pupils time to summarise and reflect on what they have learned at the end of a lesson;
- Integrate speaking, listening, reading and writing, and use one language skill to support and reinforce another.

Planning for EAL pupils will be relevant to their specific needs. Where EAL pupils also have SEND it may be necessary to consult with the SEND Lead and to produce an individual plan for the child

LANGUAGE ENRICHED LEARNING

The most effective pedagogy to support language acquisition emphasises language using social, oral, collaborative, contextualised challenge linguistically and cognitively.

The school aims to:
- Assess and monitor progress of EAL pupils in their acquisition of English language skills across the curriculum
- Ensure that all EAL pupils are able to use English independently and confidently
- Meet the responsibilities to EAL pupils by ensuring their equal access to the curriculum and achievement of their educational potential
- Provide EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate
- Encourage celebration of the culture of EAL pupils
- Assist staff in supporting EAL pupils in their acquisition of English language skills across the curriculum.

It is the policy of Reigate St Mary's that all EAL pupils have access to the whole school curriculum and to the full range of co-curricular activities the school provides. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the senior leadership team and parents.

Pupils for whom English is an additional language are not deemed to have SEND unless identified as having a special educational need. It is the responsibility of all teachers to plan for the inclusion of pupils with EAL within their lessons.

Teachers should aim to follow the guidance set out in the school's 'Admissions, Induction and Support Guidance for EAL Pupils that accompanies this policy which covers:

- Admission and Induction Procedures
- Preparing for the Arrival of a Pupil with EAL
- Supporting New Pupils
    - Accessing the classroom
    - Supporting the emotional and social needs
    - Accessing the curriculum
- Planning for Pupils with EAL
- Assessing Pupils with EAL

ASSESSMENT AND RECORD KEEPING

The nature of the need of identified EAL pupils include an analysis of assessments during admission, observations during the taster day and parental input. An EAL register will be compiled from iSAMS, information from the parent questionnaire and the admissions documentation on entry to the school. This register will be updated by the EAL Co-ordinator. This should include:

- Pupil's name, date of birth and class
- Pupil's first language
- Languages spoken at home
- Use of additional languages at home (sometimes/every day etc)
- Whether the pupil reads or writes in another language
- Whether the pupil has language lessons outside of school
- Assigned proficiency category

Pupils are assessed in the first half term, using an EAL Assessment Framework that assesses a pupil's proficiency level in English as an Additional Language. Pupils are assessed on their social interaction, listening, speaking, reading, and writing skills (where appropriate).

Where an EAL pupil also has SEND it may be necessary to consult with the SENCO to produce an Individual Support Plan (ISP) for the child.

MONITORING AND REVIEWING THE POLICY

This policy will be monitored by the EAL Coordinator/SENCo and the Phase Leaders through monitoring children's progress. The policy will be reviewed bi-yearly.

REFERENCES

Excellence and Enjoyment: learning and teaching for bilingual children in the Primary Years Dept of Education
Unit 3: Creating an Inclusive Learning Environment.
Developing and EAL policy: Key questions and considerations. The Bell Foundation 2020.
Statutory Framework for the Early Years Foundation Stage (2017)