

English as an Additional Language (EAL) Policy



Pembroke Hall School

Date Reviewed: May 2021

Next Review: May 2022



the **Gold Standard** in education

School Vision

Pembridge Hall recognises that our girls will enter a complex and ever-changing world which befits emotionally intelligent, resilient girls who can embrace the wonderful opportunities available to them. Pembridge girls love coming to school and gain an appreciation of wider society and the diversity of nationalities, faiths and languages represented by Pembridge families. We believe that creativity and independence of thought are as integral to the girls' development as traditional forms of learning.

Many of the pupils attending Pembridge Hall have English as an Additional Language (EAL) and a range of ethnic backgrounds are represented. It is our intention that these differences should be celebrated and any resultant needs addressed. There is a Head of Additional Needs to oversee the EAL provision we offer.

We recognise the importance of developing fluency in one's first language and how this forms a firm basis for the development of any further languages. To this end parents will always be encouraged to support and develop fluency in the first language. Pembridge Hall is committed to maintaining the bilingualism of pupils wherever it can.

AIMS

- To welcome and value the cultural, linguistic and educational experiences, which pupils with EAL bring to Pembridge Hall School.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum so that they will not fail to reach their full potential due to English being their second or additional language.
- To support EAL pupils in becoming confident and fluent in English in order to be able to fulfil their academic potential.
- To monitor pupils' progress systematically and use the data in decisions about classroom management, curriculum planning and provision.
- To maintain pupils' self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.

Definition

The definition of EAL is that provided in the Alpha Plus document English as an Additional Language: The Gold Standard:

Term¹	Definition
EAL	English as an additional language. This recognises that many pupils learning English already know more than one other language and are adding English to their repertoire. EAL is the term most often used in schools.
Bilingual, multilingual, or plurilingual	All of these terms refer to pupils who have access to more than one language at home and at school. The terms do not necessarily imply that the pupil is fully fluent in both or all of their languages. This terminology has changed over time. Pupils now referred to as bilingual, multilingual, plurilingual or learning EAL used to be referred to as speaking their 'mother tongue'. This was changed in the 1990s as it was thought to marginalise fathers and others. The term 'first language' is also sometimes used for the first language acquired by the pupil. The terms 'home language' or 'community language' are also used to denote that languages other than English may be used at home or in the pupil's community.
Early-stage learners	Pupils who are at the earlier stages of learning EAL. This is often used interchangeably with 'new arrivals' or 'beginners in English'.
Advanced learners of EAL	Pupils who have had considerable exposure to English and are no longer in the early stages of acquiring the language. These pupils may need support to develop the cognitive and academic language needed for success in education.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential or raising of economic prospects and being included in the daily life of the school community, and wider public society. As an Alpha Plus school, we view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

Without exception, we recognise that EAL students:

- Will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- Have a temporary additional need which is primarily language acquisition – it is separate and distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs' or even 'lower ability', and should not be automatically placed with SEN students for reasons of TA or LSA support or smaller groups.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- EAL students have potential strengths as well as additional needs.
- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups or in a pair with fluent English speakers wherever possible, so as to provide them with good models of language.

¹ Training and Development Agency for Schools (2009), English as an additional language and SEN: self-study task 3. Available at: <https://dera.ioe.ac.uk/13766/1/task3.pdf>

Special Educational Needs and students working at a high level of attainment

The School recognises that most EAL students needing support with their English language development do not have SEND. However, should SEND be identified during assessment, EAL students will have equal access to appropriate provision in line with the SEND Policy.

Similarly, the School recognises that there may be EAL students who are working at a high level of attainment even though they may not be fully fluent in English.

Context

EAL is thought of in terms of at what stage a child is performing at in their acquisition of English and the term 'stages' commonly relates to this perspective. At Pembridge Hall, English language proficiency of EAL learners is reported as follows:

Code	Definition²
A	New to English May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May 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 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
C	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.
D	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.
E	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
N	Not yet assessed

For bilingual girls, their use of other languages are described as follows and is recorded on SIMS upon their arrival at Pembridge Hall:

- 1 – hears another language at home
- 2 – hears and speaks another language at home

² Department for Education (2020), English proficiency of pupils with English as an additional language. Available at: <https://www.gov.uk/government/publications/english-proficiency-pupils-with-english-as-additional-language>

- 3 – hears and speaks another language at home and reads **or** writes in another language
- 4 – hears and speaks another language at home and reads **and** writes in another language

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. The designated 'EAL Co-ordinator' is the Head of Additional Needs and oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL pupils, with support of the Staff Team.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
- Maintaining a register of EAL students.
- Ensuring that teaching staff are trained appropriately in issues relating to the teaching of EAL pupils.

Approach to Teaching and Learning

All EAL provision in class will be monitored annually via the EAL Teacher Checklist (see Appendix 2).

School and Classroom Ethos

All teaching staff (class teachers and teaching assistants) will:

- Recognise the child's mother tongue (for example saying the register in their language).
- Identify the pupil's strengths.
- Remember, pupils have the potential to become a fully bi-lingual adult, reaching their fully academic potential.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

Teaching and Learning strategies

All teaching staff (class teachers and teaching assistants) will:

- Observe the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible via an EAL Baseline Pupil Assessment (see Appendix 3), for pupils arriving in Years 1 to 6, if appropriate.
- Show differentiated work for EAL pupils in planning.
- Have high expectations, expecting pupils to contribute and give you more than one-word answers.

- Promptly and sensitively correct misconceptions of grammatical errors and verb tenses.
- Actively seek to develop conversation to expand vocabulary through talk-partners and/or discussions with teacher/teaching assistant.
- Monitor progress carefully to ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that some EAL pupils may need more time to process answers.
- Give children who have newly arrived, time to absorb English (there is a recognised 'silent period' when children understand more English than they use).
- Ensure that self-confidence is maintained and extended, so that pupils move on to the next stage of language acquisition as quickly as possible.
- Use visual aids and real objects as far as possible to support understanding.
- Ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

Assessment and Monitoring

- All EAL pupils will be assessed in line with our Assessment, Recording and Reporting Policy.
- Identify pupils requiring additional support via the strategies in place in the above mentioned policy (for example at Pupil Progress Meetings, Records of Concern).
- Appropriate provision to be put in place according to the needs identified.

Additional Provision

Where Additional Provision has been identified for EAL pupils, this may include, but is not exhaustive:

- Support through such means as co-operative teaching between teachers and Teaching Assistants. For example, TA's working with small groups which are not exclusively EAL children, thus allowing continuing interaction with all peers, developing language both formally and informally, receiving support specific to their individual needs either within, or outside of, the normal classroom situation and when appropriate.
- Written work that is preceded by modelling, shared work, scaffolding, providing pre-learning vocabulary opportunities, oral and mental rehearsal.
- Visual aids that is used to support the learning of pupils in the early stages of acquiring English.
- Specialist teaching groups, outside the classroom, to enable expedited learning in order to help close any gap that may exist between the EAL pupil and that of their peers.

Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions. (see Appendix 4)

Parent Community

As a school we want to develop strong partnerships with our parents. We encourage parents to work with their children and use their mother tongue to explore concepts. To ensure that they can access information regarding their children, we can provide translations where necessary. We can also provide information on classes for parents to learn English as an Additional Language (ESOL) if requested.

This policy should be read in conjunction with other school policies, such as:

- SEND Policy
- Curriculum Policy
- Equal Opportunity Policy

Appendix 1

Explanation for a New Perspective on Setting a different EAL Criteria

The assessment data showed that many of our pupils who were showing that they were academically capable, but who spoke or heard other languages at home, were not performing as well on Comprehension or in Creative Writing. This was despite having acquired a higher level of spoken English, which may be seen as being 'fluent'. As Cummin (1984) observed, it is likely to take up to seven years for children speaking or hearing other languages, to develop native-like levels of proficiency in the higher order cognitive academic linguistics areas, than in surface level skills including phonological processes.

Equally Ofsted research into writing at KS2 and KS4 has shown a mismatch between oral and written fluency:

“Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.”

Advanced learners may have learned to decode print effectively and appear to be good readers, but may need support with comprehension. You will need to think carefully about the vocabulary and structures to ensure children’s understanding of a text. Shared and guided reading provide ideal opportunities to do this. Good models and the provision of specially designed writing frames may also be helpful to support writing.”

<http://www.ofsted.gov.uk/resources/more-advanced-learners-of-english-additional-language-secondary-schools-and-colleges>

Therefore, going beyond being able to understand and speak English at a level that appears fluent is necessary. Children will need to be considered for support with vocabulary extension, use of semantics and drawing inferences, beyond the point at which their reading accuracy scores have reached an age appropriate level.

Therefore, by setting our own criteria it is aimed at deepening our understanding of our school community’s cultural experience and understanding of the many traditional British aspects bound up in higher level English texts, particularly at 11+ level. It was felt that this new interpretation of EAL would best help our planning and support of the girls in our school as well as better understand their rates and quality of progress.

Appendix 2

EAL Class teachers Year-start Checklist

		In Process	Actioned
1.	Classroom labels		
2.	<u>Planning –</u> highlights EAL focused activities/tools/strategies		
3.	<u>Planning –</u> Resources are prepared with EAL pupils in mind, ahead of lesson delivery		
4.	<u>Lesson delivery –</u> Visual images and practical learning are used wherever possible in most of my lessons		
5.	<u>Pupil Feedback –</u> My feedback is simple, clear and visual where necessary so that language is not a barrier to the pupil making improvements/developing		
6.	<u>New EAL pupils –</u> I notify AT immediately, for an Initial Baseline Assessment		
7.	<u>EAL pupil cultural Integration and recognition –</u> I used the girls languages to greet the class for the register I allow the girls to answer to the register in their home language		
8.	<u>EAL Display / cultural recognition –</u> I have discussed the world map school display of the girls origins in our school		
9.	<u>Teaching –</u> I encourage the girls in my class to share facts or information about their culture, via talks, language or other means		

Appendix 3

EAL Baseline Pupil Assessment

Name	
Class	
Languages at home	
With whom?	
Stage	
Previous schooling	
Other relevant information	
Baseline Assessments Completed:	
Year 1-2 Pack (Y, N, or N/A)	
Reading: <ul style="list-style-type: none"> • Running Record (give level) OR • Reading comment + book title, author 	
Independent Writing Sample	
NGRT (give SS and RA)	
SWST (give SS and SA)	
PTM (give SS and NC L)	
Entry Notes from Monika	
Profile completed by	
Date	

Appendix 4

Pembridge Hall EAL Provision Overview

Year	Possible Support	Who	Possible Materials
K-2	Learning English – <u>vocabulary</u> based	Small groups	<ul style="list-style-type: none"> • Super Bus 1 and 2 (Macmillan Publishers, Learning English as a Foreign language) • Macmillan English • Keyword/vocab pack
1-2	EAL <u>Verbal Expression</u> group Linked to poorer comprehension – Clarke, Truelove, Hulme & Snowling (2014) <i>Developing Reading Comprehension</i> ; Wiley & Sons Ltd	SALT - Ruth Freese	
3-6	<u>Inferential Comprehension</u>	Small groups	<ul style="list-style-type: none"> • Intonation • Idioms • Inference • Deduction • Cultural contexts E.g. Looking and Thinking Series
3-6	<u>Grammar, vocabulary, linguistic structures</u>	Small groups	<ul style="list-style-type: none"> • English World Levels 3-6 • Currently purchasing each level as needed
K-4	<u>Spelling, phonics/decoding, encoding</u>	1-1 and small groups with TA	<ul style="list-style-type: none"> • Sound Foundations Series
K-6	<u>Teaching style, awareness & environment</u> Class teachers provided with CPD to become EAL skilled teachers, with EAL class environments	In classrooms	<ul style="list-style-type: none"> • Planning • Delivery • Visuals • Classroom labels