JAMEAH GIRLS ACADEMY

English as an Additional Language (EAL) Policy

2021-22

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Contents:

The Teachers' Standards (2012) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils" including those with EAL. At the same time, research suggests that the majority feel unprepared by their initial teacher training to do this (Starbuck 2018; Foley et al, 2018).

1.Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.

- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own language.

EAL pupils will need varying levels of provision:

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below :

Level 1: silent period / beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) –level of English no barrier to achievement.

2. Identification

We aim to identify EAL pupils from the admissions stage. The information we will gather may include:

- Information from the application form – eg: how long a child has been in the country
- Information from entrance test
- Information from Interview with the Headteacher.
- Information from the previous school/report or parents/guardians

Tools used to assess the nature and extent of the need of identified EAL pupils:

- An analysis of CAT4 scores in the 4 Batteries.
- Where indication of EAL is present, we will carry out an assessment in reading, writing, speaking and listening to assess the child's required level of support.
- Work sampling;
- Teachers' comments and observations
- Input from pupil
- Input from parents/guardians

This information will be used to:
- Assign a level of competence and enter a pupil on the EAL register which is separate from other registers (e.g. the SEND register) for staff reference;
- Assess the most appropriate provision for a particular pupil.

We recognise that most EAL pupils needing support with their English do not have SEND needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

3.JGA Profile

We do not have a huge number of EAL learners. The majority of our pupils are fluent in English when they join, having been deliberately 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.

Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating the pupils' abilities and backgrounds.

Our whole-school ethos reflects the value placed on diversity and the respect accorded to all individuals. Support for a variety of needs should be seen as a collective whole-school responsibility –all teachers are teachers of pupils with individual needs. Inclusion applies, but is not restricted, to:

- Pupils with special educational needs

- Pupils with disabilities

- Pupils whose first language is not English (EAL)

4.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;

- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;

- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

5.Role of the EAL Coordinator (EALCO) : RP

Their responsibilities include:

- In conjunction with the SENCO, developing, overseeing and reviewing the school's EAL policy;

- Liaising with SLT in relation to EAL policy and provision;

- Ensuring EAL pupils are identified, assessed and monitored;

- Keeping up to date the EAL register and other records such as pupil profiles, and ensuring relevant information is passed on to school staff.

- Coordinating provision for EAL pupils in terms of welfare, academic and pastoral support in liaison with the SENCO and teachers, to ensure curriculum coverage, appropriate use of resources, continuity and progression; Records are kept on the student file, with the EALCO. There is an EAL register and IEP for EAL pupils.

- Providing school staff with guidance and support relating to effective teaching approaches and materials for EAL pupils via email and meetings.

- Liaising with parents/guardians where possible to involve them in decision making during parents' evenings and at other times as appropriate; Aiding staff in effective communication with parents and exploring various possibilities to ensure important information is shared with parents.

- Establish links with other schools/use platforms like Bell Foundation and Flash Academy to enhance aspects of EAL provision;

- Acting as an advocate for EAL pupils, bilingualism and diversity.

EAL provision is a whole school responsibility.

Class teachers should:

- Liaise with the EALCO and identify when pupils with EAL are experiencing difficulties and ensure intervening measures are taken to aid the pupil

- Plan their teaching to support language development and ensure the inclusion of pupils with EAL in their classrooms. Teachers are responsible and accountable for the progress and development of the pupils in their class. Where a pupil is not making adequate progress, teachers should collaborate on problem solving, planning support and teaching strategies for individual pupils. The strategies, provision and progress will be reviewed with pupil and parents twice yearly. As these are working documents, amendments are required to determine the correct level of support/provision for the EAL pupil.

6. Language Support in the Classroom

Language support is best provided within the classroom wherever possible. More importantly, the curriculum offers an ideal platform for language learning, as it offers pupils the chance to practise all four language skills with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge. However, exposure to English alone without explicit teaching of the range of registers of spoken English and written academic language required will not usually be sufficient to ensure continued progress for bilingual learners beyond the initial stages.

We provide a supportive classroom environment which enriches the language content of the lesson, whatever the subject discipline. Language enrichment has been shown to benefit EAL pupils, and all teachers should take on the role of teachers of language in the context of their subject. According to

the current view, the most effective pedagogy to support language acquisition emphasises learning that is:

- Social;

- Oral;

- Collaborative;

- Contextualised;

- Indivisible from conceptual development;

- Challenging, to provide extension both linguistically and cognitively.

Teaching strategies, approaches which promote language development and resources are available to teachers and they can access online sources to enhance provision.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

- The aims and objectives of the policy will form the basis for any evaluation process.

Some evaluation tools include:

- EAL pupils' levels of attainment in formal school assessments/external tests;

- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny;

- Progress and outcomes of target setting over time;

- Pupils' reports;

- Self-assessment;

- Informal assessment by EALCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc

Appendix 1- First Language Assessment Form (New for January 2022)

Pupil's name:	Language:
Assessed by:	Date:

Answer the following questions in relation to age related expectations:	Y/N
Is the pupil's social/linguistic behaviour age-appropriate? **Notes:**	
Does the pupil understand a range of questions, instructions and a story, told in their first language? **Notes:**	
Is the pupil's speech clearly articulated? **Notes:**	
Is the pupil able to speak accurately at a social level? **Notes:**	

Is the pupil's vocabulary appropriate/sophisticated/limited? **Notes:**	
Does the pupil use correct grammatical structures? **Notes:**	
Can the pupil talk about the past, present and future using correct verbal forms? **Notes:**	
Do you have any concerns? **Notes:**	
Do you have any comments regarding the pupil's social interaction with you during the assessment? **Notes:**	
Can the pupil read and write in their first language? **Notes:**	

Can the pupil complete age-appropriate mathematics tasks with limited language context?

Notes: