Discover - Value - Celebrate - Praise

English as an Additional Language (EAL) Policy

Formally adopted by the Governing Board/ of:-	Denver VC Primary
On:-	23rd February 2022
Chair of Governors:-	Amanda Dawson
Last updated:-	

Purpose
The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

Definition
An EAL pupil is a pupil whose first language is not English.

Introduction
This policy sets out Denver VC Primary's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

Aims
- To promote equality of opportunity for all learners for whom English is an additional language
- To create a welcoming and supportive environment which will encourage all EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils
- To deliver a broad, balanced curriculum which reflects the needs of EAL pupils
- To develop the oral and literacy skills of EAL pupils so they can understand and use English confidently and competently across the curriculum
- To ensure EAL pupils reach their full potential
- To encourage and enable parental support

Responsibilities

Headteacher
- To ensure that all involved in teaching EAL learners liaise regularly
- To ensure that parents and staff are aware of the school's policy on pupils with EAL
- To ensure that relevant information on pupils with EAL reaches all staff
- To ensure that training in planning, teaching and assessing EAL learners is available to staff
- To ensure that progress is monitored and identify learning difficulties that may be masked by EAL

EAL Coordinator
- To maintain the EAL register
- To act as a contact point and source of information for support staff
- To attend relevant INSET and feed back to staff
- To be responsible for resources.
- To act as a contact point for class teachers
- To liaise with parents and other agencies and assist with communication between home and school, if necessary

SENCO
- To monitor the progress of EAL learners
- To provide support and advice to class teachers

Teachers
- To liaise regularly with colleagues
- To communicate all EAL learners' progress to the SENCO
- To be aware of the school's policy on pupils with EAL
- To ensure that relevant information on pupils with EAL is passed on to all staff
- To ensure challenging targets for pupils learning EAL are set and met
- To be knowledgeable about pupils' abilities and needs in English and other subjects
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping

Good Teaching Practice
Staff can help pupils learning English as an additional language in a variety of ways:
- By planning differentiated work for EAL pupils if necessary
- Using visuals, actions and real objects to attach meaning to language
- Using active, practical tasks
- Planning opportunities for speaking and listening
- Varying the activities in a lesson
- Identifying key vocabulary and teaching it explicitly
- Providing good models of language
- Using home language where possible

Assessment
EAL pupils will be assessed against the EYFS profile or our internal assessment system. Where it is felt that factors other than EAL are impacting on learners' progress, further assessment and investigation will be undertaken in order to best support their progress.

Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of pupil's work.

Bell Foundation assessments will also be used in addition to school assessments.

Supporting the EAL Policy

Whole school language development
All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium term plans, teachers should consider the following questions:
1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

The role of class teachers is to:
- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

Language and literacy experiences of EAL learners
- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
- Some pupils have SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

Beginner EAL learners
It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;
- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners
- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills
In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk
1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching strategies
- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text
1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Teaching strategies
- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research

- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

Learning through writing
1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching strategies
- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing