



TAS EAL Policy September 2024

English as an Additional Language (EAL) Policy

Purpose

The purpose of this policy is to outline the school's approach to identifying 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. This includes pupils who are fully bilingual and those at different stages of learning English.

Identifying EAL Pupils

EAL pupils may be:

Newly arrived from a foreign country and school

Newly arrived from a foreign country but attended an English-speaking school

Born abroad but moved to the UK before starting school

Born in the UK but raised in a family where the main language is not English

EAL pupils will require varying levels of provision.

Introduction

This policy outlines the school's aims, objectives, and strategies for meeting the needs and celebrating the skills of EAL pupils, helping them to achieve the highest possible standards.

Aims

Provide all pupils with equal opportunities to overcome learning barriers.

Value the cultural, linguistic, and educational experiences that EAL pupils bring to the school.

Implement appropriate strategies to ensure EAL pupils access the full curriculum.

Help EAL pupils become confident and fluent in English to fulfil their potential.

Encourage children to practice and extend their use of English.

Encourage and enable parental support in improving children's language skills.

Objectives

Maintain pupils' self-esteem and confidence by acknowledging and valuing their skills in their own languages.

Assess the skills and needs of EAL pupils and provide appropriate support.

Equip teachers with the knowledge, skills, and resources to support and monitor EAL pupils.

Monitor pupils' progress regularly to inform classroom management and curriculum planning.

School/Class Ethos

Our school aims to ensure that all pupils have access to a broad, balanced, and relevant curriculum. English is best learned through the curriculum, and EAL pupils should be encouraged to participate fully in all learning opportunities.

EAL learners thrive in a whole-school context where they are educated with their peers. The school's structure, pastoral care, and ethos aim to help EAL pupils integrate into the school while valuing diversity.

Key Practices

Inclusive Classrooms: Arrange classrooms to be socially and culturally inclusive.

Mother Tongue Recognition: Acknowledge pupils' mother tongues to boost self-esteem and support bilingualism.

Time for Fluency: Recognize that becoming fluent in an additional language takes time and that support may be necessary beyond the initial stages.

Assessment

Identification: Identify the pupil's needs during the admissions process.

Ongoing Evaluation: Conduct regular meetings with teachers, parents, and the pupil to assess individual needs and plan accordingly.

Progress Monitoring: Track pupil progress and communicate findings to the SENCO.

Teaching and Learning

Staff can support EAL pupils by:

Differentiated Work: Planning differentiated work when necessary.

Appropriate Expectations: Setting appropriate expectations and encouraging pupil participation.

Careful Monitoring: Monitoring progress closely and setting appropriate learning objectives.

Time for Processing: Recognizing that EAL pupils may need more time to process answers.

Oral Opportunities: Ensuring effective opportunities for talking and using talk to support writing.

Language Transfer: Encouraging pupils to transfer knowledge and skills from one language to another.

Access and Support

Full Curriculum: All pupils will follow the full school curriculum.

Classroom Support: EAL pupils may be supported by a Learning Support Assistant in the classroom.

Withdrawal Support: Where necessary, withdrawal support may be provided.

Responsibilities

Admissions Officer: Obtain, collate, and distribute information on new pupils to relevant teachers.

Headteacher: Evaluate the policy annually and discuss recommendations with the Senior Leadership Team.

SENCO: Monitor the progress of EAL learners and provide support and advice to class teachers.

Teachers: Liaise regularly, communicate progress to the SENCO, and access training on EAL teaching.

Parents and Staff: Be aware of the school's EAL policy and relevant information.

Monitoring Progress

Shared Monitoring: All teachers, learning support workers, and the SENCO will monitor pupil progress.

Pupil Goal Setting: Encourage pupils to set their own targets to boost self-esteem and increase accountability.

Supporting the EAL Policy

Whole School Language Development

All teachers should consider the language demands of the curriculum and plan how to support pupils' oracy and literacy across subjects.

Key Considerations for Lesson Planning:

Oral Exploration: Provide opportunities for oral exploration and collaboration.

Language Modelling: Model key subject language.

Vocabulary Development: Teach subject-specific vocabulary in an accessible way.

Text Selection: Select a range of texts and scaffold reading for diverse learners.

Written Tasks: Frame written tasks to support pupils at different levels.

Adult Support: Ensure additional adults have clear roles in developing literacy.

Class Teacher Roles

Consistent Approaches: Develop consistent approaches to teaching and learning in literacy and build awareness of pupils' existing language knowledge.

Speaking and Listening: Use speaking and listening strategies to develop subject learning.

Vocabulary Development: Plan for the teaching and learning of subject-specific vocabulary.

Active Reading: Develop active reading strategies to increase pupils' ability to read for a purpose and engage with texts.

Writing Modelling: Model writing for key text types within their subject.

Language and Literacy Experiences of EAL Learners

Diverse Skills: Some pupils may have good language and literacy skills in two or more languages.

Beginner Learners: Some pupils may be beginner EAL learners who have never learned to read or write in any language.

Educational Gaps: Some pupils may have missed some or all of their education and lack the necessary language and literacy skills.

SEN: Some pupils may have SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy skills to become fluent in the academic language of the primary curriculum.

Progression

As pupils progress through school, the language and literacy demands of the curriculum increase, requiring a wider range of language skills, including transitioning from spoken to written forms and adopting different writing styles.

Beginner EAL Learners

Becoming fluent in everyday spoken English takes 1-2 years, while developing proficiency in formal, written English takes 5-7 years.

Key Goals for Beginner EAL Learners:

Immediate Inclusion: Make pupils feel part of the school.

Contextual Learning: Develop language in context.

Curriculum Access: Ensure pupils experience their full curriculum entitlement.

Additional Support

Additional support in class for literacy teaching may be beneficial in the early stages, but pupils should not necessarily be withdrawn from Maths or practical subjects.

Teaching Strategies for Beginner EAL Learners

Oral Experiences: Provide a classroom rich in oral experiences.

Existing Knowledge: Enable pupils to draw on their existing knowledge of other languages.



Bilingual Support: Encourage and use bilingual support from other students and staff.

Translated Materials: Use translated materials and bilingual dictionaries.

Language Practice: Allow students time to practice new language.

Visual Support: Use visual support of all kinds (diagrams, maps, charts, pictures).

Hands-on Activities: Develop card sorting, sequencing, and matching activities.

Developing Language and Literacy Skills

To be fully literate, pupils need to understand how everyday speech is adapted into formal, written texts.

Learning Through Talk

Clarifying Ideas: Use speaking to clarify and present ideas.

Active Listening: Use active listening to understand a topic.

Critical Thinking: Hypothesize, evaluate, and problem-solve through discussion.

Teaching Strategies

Pre- and Post-Listening Activities: Provide listening frames.

Collaborative Activities: Use information gap and other collaborative activities.

Oral Assessment: Allow students to do some assessment orally.

Rehearsal: Ask students to rehearse answers with a partner before answering.

Adult Support: Use additional adults to support discussion groups.

Learning from Text

Reading for Meaning: Teach pupils to read for meaning, including inference and deduction.

Text Organisation: Understand how subject-specific texts are organized.

Research Skills: Develop research and study skills.

Explicit Purpose: Make the purpose of reading explicit.

Read Aloud: Read aloud to pupils.

Text Navigation: Teach pupils how to navigate textbooks and use index, contents, etc.

Research Questions: Show pupils how to write research questions.



Reading Strategies: Help pupils decide whether to scan, skim read, or close read.

Text Transfer: Ask pupils to transfer information from text to diagrams.

Library Use: Encourage and show pupils how to use the library for research and pleasure.

Learning Through Writing

Idea Development: Use writing to think, explore, and develop ideas.

Text Structure: Structure and organize writing to link ideas into paragraphs.

Sentence Level Expression: Develop clear and appropriate expression at the sentence level.

Teaching Strategies

Purpose and Audience: Make sure pupils are clear about the purpose and audience for their writing.

Speech vs. Writing: Point out the differences

Date: July 2024	Written By: Toyin Okeshiro
Review Date: July 2025	