

Abbey Academies Trust



Every Child Matters

POLICY

For

English as an Additional Language (EAL)

Amended

October 2016		
March 2020		
September 2021		

Every Child Matters within a loving and caring Christian environment

Rationale

At our Academy, learning and achieving, attitudes and well-being are valued in all our pupils. We encourage our pupils to achieve to the best of their ability; to reach their potential by removing barriers and they are encouraged to be proud of their abilities and talents. Children learning English as an Additional Language (EAL) are no exception. To do this we need to take into account the diverse of needs of bilingual learners and implement a purposeful, inclusive curriculum and environment for our EAL children to maintain progress and develop new skills.

‘And endurance produces character, and character produces hope’ Romans 5:4

Definition of EAL

In defining EAL we have adopted the following definition:

‘An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.’

Bilingual (EAL) learners in schools come from a variety of ethnicities as well as language and literacy backgrounds. Some have arrived at school having had a certain amount of exposure to the English language and the local culture; others are newcomers to both. Some have developed literacy skills in their home language; others are pre-literate. Some have comparable schooling to their age equivalent peers; others may have experienced interrupted or no previous education. Therefore, EAL pupils will need varying levels of provision.

Aims

- To promote equality of opportunity for all learners for whom English is an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring whenever possible.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

How is this achieved?

By working to ensure that all pupils at our academies experience:

- A commitment by all staff and pupils to create an environment whereby newly arrived pupils feel safe; socially, emotionally and physically
- An ethos where their home language and their culture feel valued and included in all aspects of school life

- A positive inclusive environment to support their social and emotional needs and by providing good role models (and EAL buddies where possible), to support inclusion and interactions
- Regular assessment, monitoring and support to progress in their acquisition of English
- Access to our broad and balanced curriculum through quality first teaching
- Additional provision if identified as also being able or talented and/or having Special Educational Needs
- Access to a range of resources which will enhance learning in the classroom and intervention groups

.....and their families will:

- Receive a warm and friendly welcome when discussing their child's needs
- Receive information regarding the school's systems and routines

Roles and Responsibilities

It is a collective responsibility that all staff identify and attempt to remove barriers that prevent our EAL learners from succeeding and reaching their potential. Together class teachers, Year Leaders, subject leaders and SLT are responsible for assessing and monitoring EAL pupils and putting in place appropriate actions to allow all pupils to work to the best of their ability.

Every class teacher has responsibility for the language development of EAL pupils. The best progress in language learning is made when class teachers, work closely together with the co-operation of the pupils themselves and their parents/carers.

Class Teacher responsibilities include:

- Developing consistent approaches to teaching and learning to support EAL pupils
- Building an increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Using a range of resources to support pupils with their understanding and comprehension suited to the pupil's age, ability, culture and level of English language acquisition.
- Using speaking and listening strategies to develop subject learning
- Planning for teaching and learning of subject-specific vocabulary
- Developing active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Creating an environment that feels safe, welcoming and stress-free
- Where possible, providing a buddy to support pupils in their first language in class, at break times and around school.

All pupils have curriculum learning needs; bilingual EAL learners also have language learning needs. Language is best learned in a meaningful context - the mainstream classroom. Bilingual EAL learners should be encouraged to use their home language in the learning environment. The richness of linguistic diversity should be celebrated through the curriculum.

Support strategies used by staff include:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

Accessing the curriculum and assessment

It should be recognised that bilingual EAL learners can make rapid progress in acquiring English but to be fully competent in the use of academic language for learning can take up to 10 years. The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language.

The purpose of assessment is to not only determine the pupil's level of English but will also find out the achievements across the curriculum. Therefore the school will:

- Ensure regular assessments are carried out with adjustments made to the delivery according to the needs of each individual learner
- Outcomes of assessments will be monitored and intervention to support progress taken as required and appropriate
- Ensure that the learning needs of all bilingual EAL learners are met through daily quality first teaching
- Identify specific needs of pupils and the level of support pupils require
- Consult with parents, enlisting their support in helping their children with their learning

'I can do all things through him who strengthens me.' Philippians 4:13

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family

Article 29: Every child has the right to be the best they can.