

EAL Policy

Hampton Academies Trust



Policy last reviewed:	September 2020
Next review due:	September 2023
Member of staff responsible:	Miss Emily Culpin
Ratified by:	Trust Board

HAMPTON ACADEMIES TRUST: English as additional language policy (EAL)

1. Rationale and context:

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is not English. EAL pupils, from complete beginners, to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving to their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic/ formal written English. Such pupils will need language support and close monitoring during their time at school, if they are to reach their full potential.

The Department of Education definition: A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

The Ofsted definition: English as an additional language (EAL) refers to learners whose first language is not English.

These definitions therefore cover the following:

- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely proficient in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bi-lingual children). It is important therefore to recognise that:

Children who have British citizenship can still be EAL. If parents write on their child's admission form that the child speaks English as a first language, when it is clear that one or both of these parents is a speaker of another language, the child is very likely in fact to be EAL, and it will be necessary to check this.

We have a diverse intake and estimate that in 2020 thirty-one different languages are spoken as home languages by families within our schools. We have children and young people between the ages of 4 and 19: as this policy explains, the principles of assessment and support for EAL learners are the same for learners of all ages. However, we will always use approaches and resources which are stage and age appropriate.

In our primary phases, we will ensure that children develop oral fluency and can write in English to narrate and explain. As EAL learners move into our secondary phases, they will be supported to develop their knowledge of a wider range of subject specific vocabulary and develop the skills to write for a range of audiences and purposes. We recognise that these skills will need to be explicitly taught.

Most of the EAL students in HAT schools are already orally fluent in everyday English. However, they are not all proficient in the academic/ formal written language required to be successful in Key Stage 2 assessments, to access the secondary curriculum successfully, and which is the key to public examination success later on in their school careers.

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2. Language and literacy experience of EAL students:

- Some students already have good language and literacy skills in two or more languages
- Some students are beginner EAL learners and have never learnt to read or write in any language.
- Some students have missed some or all of their primary education and have not fully developed the language and literacy skills needed for end of key stage assessments or the transition to secondary phase.
- Some students have statements of SEN/ EHCPs with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching assistants with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to inform classroom practice, the curriculum, intervention planning and the setting of appropriately challenging targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

We aim to have a positive and effective language ethos across the trust and all teachers will consider themselves teachers of English. This will be complemented by effective MFL provision from Key Stage 2 onwards, which contributes to an understanding of languages and strategies for language acquisition, and which celebrates multilingualism and language learning.

Beginner EAL learners

Wherever possible, EAL learners will be integrated within mainstream classes and teaching. 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 offered by the EAL/SEN-D team. Students will not be withdrawn from Maths, Modern Languages or practical subjects/activities where they can usually make good progress whatever their language level.

3. Teaching strategies to support EAL beginners

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- 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 practise new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing further language and literacy skills for all EAL learners

In order to be fully literate, students need to be able to understand how we adapt our every day 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 answers with a partner before answering in class
- Use teaching assistants to support discussion groups

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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 students
- Teach students how to find their way around text books and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Ask students to transfer information from text to diagrams
- Encourage and show students 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 students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality
- Give students model texts before asking them to write
- Show students how to organise writing using planning frameworks, graphic organisers etc.
- Support extended writing with frames and key connectives to link ideas.
- Ask students to evaluate, correct and redraft their writing

4. The role of teachers and teaching assistants:

We have a shared ethos about how to support and value EAL students. This will include:

- The language development of all students is the responsibility of all teachers and teaching support staff.
- An understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. We will appreciate and acknowledge a pupil's ability in her/his own language/culture is crucial for her/his self-esteem. EAL students may be able linguists, already competent in two or more languages.
- There will be liaison between teachers, middle leaders and teaching assistants/ the SENDco to discuss language development of individuals and how this is to be supported within the planned curriculum and within individual lessons.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups, where appropriate.

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In planning and delivering teaching and learning

In order to ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work for EAL pupils
- employ a range of strategies within each lesson/classroom to reinforce understanding and meaning, so as to develop language in context
- have high expectations and support pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate/possible
- give newly arrived pupils time to absorb English, bearing in mind that there is a "silent period" when those new to the language understand more English than they can use actively
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques
- Spoken and written communication between the students and teaching and non-teaching staff, and between the school and parents and the local community, will be positive and appropriate, including the use of students' home languages, where appropriate/possible

5. Monitoring impact:

The progress of EAL students will be tracked in detail and reviewed regularly. Where progress is slower than expected, interventions and support will be planned with the class teacher/ teaching assistant/middle leader/SENDco/EAL co-ordinator.

The progress of EAL students at all key stages will be reported to and discussed with governors as part of regular standards monitoring.

HAT schools record whether a pupil is EAL on the October census return to the Department for Education. Each school or phase has a mechanism for recording and tracking EAL pupils progress in English.

6. Sources of additional support:

The school will draw upon Local Authority support, the Peterborough EAL Academy and other specialist forms of expertise to:

- Train teachers and Teaching Assistants in EAL strategies, as appropriate
- Access a bank of EAL and mother tongue resources
- Use mother tongue translators for important meetings, as necessary
- Support older students to gain accreditation in their home language where possible and appropriate (e.g. our support of GCSE Polish/ Russian etc.)