



EAL POLICY (and Strategy)

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Approval needed by:	Chief Executive
Consultation required	EAL Leads
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Rationale:

The de Ferrers Trust exists to ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background

All academies within The de Ferrers Trust provide an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and faith of its students.

Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured not only by direct language support from EALCOs (where applicable) and teachers, but also by a whole-academy approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural resources and whole academy wider curriculum that embraces a range of world cultural events.

At The de Ferrers Trust every teacher is a teacher of EAL. The schools within The de Ferrers Trust seek to enable all students to develop fluency and understanding of English. The EAL curriculum aims to equip students with the knowledge, skills and experiences which will enable them to participate actively in the world around them. We strive to develop the whole person and broaden students' horizons through exploring culture, in addition to enabling students to build confidence and skill in manipulating the English language and its grammar in a variety of contexts. Throughout the learning journey, we actively celebrate the range of cultures and the languages our students speak at home and encourage them to make connections with the languages they already know.

It is important to note that 'English as an Additional Language (EAL)' refers to learners whose first language is not English. Pupils learning EAL are not a homogeneous group, coming from diverse linguistic, cultural, ethnic and educational backgrounds. They may also be at different stages of English language acquisition (from complete beginner to fully fluent) and may also already be fluent in several other languages or dialects¹.

Aims:

The aim of this policy is to help ensure that we meet the full range of needs of those young people who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL).

- 1) To provide our EAL students with a safe, welcoming, nurturing environment
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- where they are accepted, valued and encouraged to participate.
- 2) To be proactive in removing barriers that stand in the way of our EAL students' learning and success.
 - 3) To meet our responsibilities to EAL students by ensuring equal access to the National Curriculum and the achievement of their educational potential.
 - 4) To make use of our students' knowledge of other languages.
 - 5) To enable all students to have access to a range of high-quality experiences.
 - 6) To inspire confidence and place value in learning.

Furthermore, The de Ferrers Trust recognises the following factors as being central to progress for EAL students:

- Recognition of the importance of home language and acknowledgement of the rich diversity of languages and cultures within our schools.
- Strong home/academy and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- A rich curriculum, which portrays positive images and role models.

Ofsted Guidance for EAL Learners:

English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a second language (ESL or E2L) is inappropriate and should not be used. The term English as a foreign language (EFL) refers to students studying English overseas or in this country for a specific purpose. It should not be used as an alternative term for EAL.

Our Strategies for Supporting EAL Learners:

The Pillars of Literacy:

To address the needs of our EAL learners, we focus on six key strategies across the curriculum. These six pillars encompass strategies that are deemed the most essential to the supporting of EAL in every subject:

1. Know the Students – resources will be provided to staff to more easily identify their students and their literacy and EAL needs;
2. Modelling Language – providing students with role models in first language (in class or if in another year group, through a reading partnership), teachers modelling language in lessons, structured practice of language, opportunities to talk with peers;
3. Dual Coding/Visual Cues – the use of graphic organisers and images to support learning;
4. Key Vocabulary – access to glossaries, access to bilingual dictionaries, identification of key words, word walls, all activities that identify the meaning of words that may be unknown to students;

5. Scaffolding Writing – sentence starters, substitution tables, whole text guides or proformas;
6. Peer/Self-Assessment – students need the tools to be able to find and correct errors in their own and others' work.

Initial and ongoing assessment for EAL Learners:

The assessment procedure for identifying students who have English as an additional language is as follows:

- Admissions form completed by parents;
- Home language/ first language identified as a language other than English;
- EAL assessment given to determine level of support needed (if any).

The process for the continuous monitoring of their development in English is:

- Initial assessment on admission to The de Ferrers Trust;
- Teacher of EAL/EALCO assessment done in conjunction with the above;
- Recommendation of withdrawal group based on assessment;
- Regular in class assessment by teacher;
- Termly reporting to EAL Lead to determine group changes/provision changes to ensure flexibility and that EAL students' needs are met;
- Monitoring of students in English lessons and of progress at assessment points.

EAL Learner specific provision:

The levels of support available in The de Ferrers Trust could include:

- Withdrawal lessons for discrete teaching of EAL students
- In class support
- Tutor time interventions
- Homework club
- Online interventions

EAL Proficiency

For the purpose of supporting our EAL learners most effectively, we follow either The Bell Foundation Assessment tool or the 2016 DfE Proficiency Scale to identify the level of need for every student.

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A) Within 2 years	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
	Step 2	Follows short sequences of instructions	Basic, formulaic spoken exchanges Unclear pronunciation		
Early Acquisition (Code B)	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
	Step 4				
Developing Competence (Code C)	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
	Step 6				
Competent (Code D) Within 5-7 years	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Fluent (Code E)	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.

Upon starting at a school within The de Ferrers Trust, students sit a baseline test to assess their level of proficiency. Students are then either fully immersed in all lessons, or are withdrawn from some lessons for further support according to their EAL Passport of Need. Our Trust-wide curriculum aims to enable students to experience success in both transactional and academic English. As far as possible, we want students to have access to the full suite of subjects on offer at their stage of education.

We acknowledge that a student's level of acquisition and progress of English will depend on a number of factors:

- Context of their past experiences and circumstances.
- Level of literacy in their home/first language
- Previous experience of formal education
- Level of English proficiency on arrival in the country
- Length of time in the country
- The proportion of time spent using English outside of school

and will offer appropriate strategies and support in school according to the level of need.

A widely accepted theory on the learning of English as an Additional Language states that learners can quickly become proficient in 'social' language (known as BICS - Basic Interpersonal Communication Skills), and that this takes anything up to two years. However, it usually takes up to seven years to acquire the academic language (known as CALP – Cognitive Academic Language Proficiency) required to be successful in academic settings. We should not mistake rapid progress at the BICS level for

'academic' competence but continue to actively support progress in the acquisition of English as an Additional Language.

Supporting the Induction of our EAL Learners:

- Induction of newly arrived EAL students with the EALCO/ EAL Champion or nominated member of the Pastoral support team.
- Initial assessment of language stage of EAL students by intervention team.
- Providing in-class support to EAL students (where appropriate).
- Monitoring of EAL students' progress.
- Developing self-esteem of students.
- Liaising with teaching staff and the pastoral support team.
- EALCO/EAL Champion team provides advice on classroom strategies to support and include EAL students.
- All staff promote, encourage and support with available means the maintenance and development of students' first language.
- All staff develop partnership with parents/carers.
- The Pastoral team/EALCO (as appropriate) liaises with and develops partnerships with relevant external agencies as appropriate.
- All staff to engage with relevant CPD and Staff Development to support with the progress of our EAL Learners.
- Collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background (where appropriate).
- Provide training to staff on equal opportunities and equalities.

Working with parents:

Supporting and collaborating with parents of learners with English as an additional language is crucial if we are to achieve successful outcomes. Parental involvement is effective in supporting children's learning overall and can often be linked to higher achievement and attainment. For parents of children with EAL there may be additional challenges to parental participation; we should remain optimistic about the potential for parental involvement whilst reviewing and monitoring activities to ensure that they are having an impact.

Communication with parents of learners with EAL may have potential linguistic barriers. To overcome these, we will endeavour to:

- Make additional arrangements for parents' evening
- Send translated versions of letters on recurrent topics such as detentions, school trips and absence letters to parents where possible
- Celebrate cultural and religious events at the school and invite parents to participate in these celebrations
- Promote multilingualism
- Provide parents with information about the school with many visuals and ideally translated into major languages – this will serve to make sure that parents feel included from the moment they step through the school door.

Policy Review

This policy will be reviewed every two years