Thorpepark Academy

EAL Policy

1	Summary	EAL policy
2	Responsible person	Tracey Johnson
3	Accountable SLT member	Caroline Knight
4	Applies to	☒All staff ☐Support staff ☐Teaching staff
5	Who has overseen development of this policy	Teachers
6	Who has been consulted and recommended policy for approval	Governors and Staff
7	Approved by and date	September 2024
8	Version number	5

9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☐Y ☐N ☒Y ☐N ☒Y ☐N

10	Related documents (if applicable)	Curriculum policy, individual subject policies, SEND policy, Anti-bullying Policy and Anti-racism policy
11	Disseminated to	☒Trustees/governors ☒All staff ☐Support staff ☐Teaching staff
12	Date of implementation (when shared)	October 23
13	Consulted with recognised trade unions	☐Y ☐N

English as an Additional Language (EAL) Policy

1. Purpose

The term EAL is used when referring to pupils where English is not the pupil's first language. A pupil's first language is not English when the pupil: • Has been exposed to a language other than English during early development, and

- Continues to be exposed to this language in the home or in the community

This policy sets out the School'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. Inclusion is paramount for pupils whom English is an additional language.

2. Aims

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Our school will:

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- Encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- Maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3. Teaching and Progression:

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

To assist teachers and teaching assistants in supporting EAL pupils effectively the following 5 levels of proficiency. See Appendix 1 for a detailed description.

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent

4. **The role of the Governors**

The Governors are responsible for the EAL Policy, and for ensuring that it is regularly monitored and reviewed.

The Governing body will:
- support the Executive Principal and the staff in the implementation of this policy
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

5. **The role of the Executive Principal**

The Executive Principal is responsible for implementing the EAL Policy and under the Education and Inspections Action 2006

It is a statutory responsibility to record the language spoken by each pupil to census.

6. **The role of the teacher and support staff**

- All the staff in our school treat EAL pupils with respect and high aspirations.
- To provide children who are band A, B or C with a personalised plan which are reviewed and new targets set half termly. A range of strategies should be employed.
- Ensure the induction flow chart is completed for new arrivals. (See Appendix 2)
- To provide access to the national curriculum content
- To create a safe and supportive learning environment for EAL pupils

7. **Role of the EAL coordinator**

The EAL coordinator is responsible for ensuring the monitoring and support of EAL pupils, teachers, support staff and governors. The subject coordinator will:
- Check personalised plans and offer support where needed
- Stay updated on the latest changes within guidance and legislation and sharing with staff.
- Monitor and implement any plans for new starters
- Updated the levels of proficiency half termly within school.

8. **Monitoring and review**

- This policy is monitored on a day-to-day basis by the Executive Principal, who reports on request about the effectiveness of the policy.
- The overall effectiveness of the EAL policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies, and class discussions
- This policy will be reviewed annually, or earlier if necessary.

Appendix 1
Levels of Proficiency in English

Knowledge about the English language proficiency of learners using EAL is important for schools and teachers in informing the most appropriate support.

New to English

Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive. New to English learners can be described as working at band A on The Bell Foundation's EAL Assessment Framework. As a general rule, New to English learners tend to be in their first two years of learning.

Learners who are New to English (working at band A):
- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases

Learners working at band A will require considerable support to access curriculum content.

Early Acquisition

Pupils in the English education system who are in the Early Acquisition stage of learning can be described as working at band B on the Foundation's EAL Assessment Framework. As with New to English learners, those at the Early Acquisition stage tend to be in their first two years of learning.

Learners who are at the Early Acquisition stage (working at band B):
- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
Learners working at band B will still needs a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. In the Foundation's EAL Assessment Framework for Schools, these learners can be described as working at band C.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years. **Learners who are at the Developing Competence stage (working at band C):**

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Learners working at band C will require on-going EAL support to access the curriculum fully.

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Competent
Pupils in the English education system who are Competent users of EAL would be described as working at band D on the Foundation's EAL Assessment Framework for Schools.

Learners who are at the Competent stage (working at band D):
- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts

- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Fluent

Pupils in the English education system who are Fluent users of EAL would be described as working at band E on the Foundation's <u>EAL Assessment Framework for Schools</u>.

Learners who are at the Fluent stage (working at band E)

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

Appendix 2
English as addition language- Induction flowchart

Pupil/family arrive at school Admin obtain basic information.

EAL Coordinator to begin class preparations and inform all relevant staff and class teachers.

Welcome parents, welcome new pupil.
Ensure as much involvement in class as possible in the first few weeks.

EAL coordinator carry out an initial EAL assessment within the first two weeks in school, draw an Individual Language 'plan do review' and copies are shared with class teachers.

Intensive language support through withdrawal

Planning for in-class support especially in core subjects

School continue to develop partnerships with home and community.

Class teacher to review the 'plan do review' and set targets half termly or when needed
Once a pupil is competent or fluent plan/ do / review will not be needed

Competent/ fluent in English
Plan do review not needed

After 2 years of being A/B/C
Cause for concern for SEND need to be completed