EAL Policy

Hillingdon Manor School

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1.0 INTRODUCTION

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

This policy supports the following rights, taken from the United Nations Convention of Rights of the Child (UNCRC)

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 7- All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country)

Article 22- All children have the right to a special protection and help if you are a refugee

(if you have been forced to leave your home and live in another country)

Article 29 – Every child's education must develop their talents and abilities.

Article 30 - all children have the right to practice their own culture, language, and religion or any you choose.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS, OBJECTIVES & STRATEGIES

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;

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• To help EAL pupils to become confident and fluent in English in order to be able to fulfil their   academic potential

Objectives

- To be able to assess the skills and needs of EAL pupils and to give appropriate provision throughout the school;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor EAL pupils;
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages;

Strategies

- Recognise the child's mother tongue; boost the child's self-esteem;
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Identify the pupil's strengths;

Key Principles

To provide effective and personalized teaching and learning through early identification of the children's needs.

Roles and Responsibilities:

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

All staff:

Will develop pupils spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.

- Ensuring that vocabulary work covers the technical e.g language of problem solving as well as the meaning of everyday words.

- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.

- Ensuring that there are many opportunities for talking and collaborative work to support writing.

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

3.0 TEACHING & LEARNING

- Assess the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible;
- Show differentiated work for EAL pupils in planning;
- Have high expectations; expect pupils to contribute and give you more than one-word answers;
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives;
- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- Using accessible texts and materials that support pupil's language/cultural needs e.g bilingual books/ artefacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, translators.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age- appropriate level of English and pupils who speak the same language in the group.
- Use of working wall to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Using home or first language where appropriate and if possible.
- All Pupils with EAL are assessed in their home language where possible to check whether it's SEND/ still acquiring English which is limiting their ability to engage with learning.

Head Teacher

The Head Teacher will ensure that:

- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of the school's policy on pupils with EAL;
- Relevant information on pupils with EAL reaches all staff;
- Training in planning, teaching and assessing EAL learners is available to staff;
- Challenging targets for EAL pupils; learning are set and met;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

Form Tutor/Class Teacher The
Form Tutor/Class Teacher will:

- Oversee initial assessment of pupils' standard of English;
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Educational Plan for each pupil);
- Monitor standards of teaching and learning of EAL pupils;
- Liaise with the Multi-Cultural Service;
- Liaise with parents/guardians;
- Support the pupils' language development both in class and by withdrawal (for 1:1 work) as appropriate;
- Report to the Head on the effectiveness of the above and the progress of pupils;
- Be knowledgeable about pupils' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping;

Assessments for EAL
At Hillingdon Manor School we assess EAL learners using the bell foundations competency levels for English:

New to the Country:
Pupils who are new to the country can be a varied ability of EAL learner from New to English (code A) to Fluent (code E) as below in the Bell Assessment

New to English:
Pupils who have no English to developing English with developing skills (code A) to (code B) as below in the Bell Assessment.

- **New to English** [Code A]: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

- **Early acquisition** [Code B]: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

- **Developing competence** [Code C]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

- **Competent** [Code D]: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

- **<u>Fluent</u>** [Code E]: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

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Family,by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world