



**English as an Additional Language  
(EAL) Policy**

Signed:.....

Dated: 30<sup>th</sup> November 2017

Review date: November 2019

# English as an Additional Language (EAL) Policy

## **Key elements:**

**Sets out how Emmanuel Community School implements Provision for pupils with English as an Additional Language (EAL)**

### **With reference to:**

- *Havering Education Services model EAL policy*

Previous agreed Policy:  
March 2016

Updated Policy Adopted:  
November 2017

Agreed by:  
Governing Body

Due for Review:  
November 2018

## **1) Rationale**

- All pupils should be provided with effective learning opportunities based on the principles of:
  - a) setting suitable learning challenges;
  - b) overcoming potential barriers to the learning and assessment of pupils;
  - c) responding to pupils' diverse learning needs.
- Throughout this policy, the term English as an Additional Language (EAL) will be used to refer to pupils who speak English as a second or third language. The term bilingual will not be used here: this indicates that a person uses two languages on a regular basis but does not specify the fluency with which they are used or whether or not one language is dominant over the other.
- Practice within this policy links to other school policies, e.g.:
  - a) PSHE and RE Policies
  - b) SEND Policy
  - c) DDA Policy
  - d) SMSC Statement.

## **2) Introduction**

- In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child's individual needs and experiences.
- A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## **3) Aims and objectives**

- Underlying our Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.
- The planning and delivery of the curriculum should take account of the language and learning needs of all pupils, providing equality of opportunity and inclusion for all. This policy specifically addresses the provision to be made for pupils with EAL and provides opportunities for children to make rapid progression in learning English.

## **4) Admissions and induction**

- The Inclusion Leader/EAL Co-ordinator will liaise with the admin staff to meet the pupil and parent(s)/carers(s) *prior* to the official start date in order to gather background information about the pupil. This will then be shared with key personnel.

- Parents are informed that pupil's start date is to be delayed by 2/3 days so that proper preparations can be made to support them.
- The school will provide a welcoming environment for newly-arrived pupils with EAL, ensuring that peer buddies are allocated and pupils are familiarised with the physical structure of the school.

#### **5) Role of the EAL co-ordinator**

- The EAL coordinator will play a leading role, as part of the school's distributed leadership team, in establishing EAL policy and practice and in developing priorities to raise standards and accelerate progress for pupils learning English as an Additional Language across the school.
- The Inclusion Leader/EAL co-ordinator will work with class teacher(s), any other relevant agencies in order to assess pupils' needs in order to help teachers plan and implement appropriate provision to accelerate progress and close attainment gaps.

#### **6) EAL Provision and Inclusion**

- In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.
- The following table summarises the responsibilities of Emmanuel Community School's EAL provision:

<b>STRATEGIC</b>	<b>OPERATIONAL</b>
<b>System and procedures</b>	<b>Learning and teaching</b>
<ul style="list-style-type: none"> <li>• Induction of new arrivals.</li> <li>• Assessment of new arrivals.</li> <li>• Tracking and monitoring progress.</li> <li>• Targeting of resources – including organization of interventions.</li> <li>• Advising on CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-planning and liaising with class teachers.</li> <li>• Advising on strategies to support language development.</li> <li>• Delivery of interventions.</li> </ul>
<b>Curriculum development</b>	<b>Pastoral and Partnership roles</b>
<ul style="list-style-type: none"> <li>• Advising colleagues on the availability and use of cross curricular resources which reflect diversity in the UK.</li> <li>• Curriculum audit.</li> <li>• Challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring well-being of individuals.</li> <li>• Working/communicating with parents as partners in educating.</li> <li>• Valuing/promoting bilingualism.</li> <li>• Developing community links.</li> </ul>

- All children in our school follow the requirements of the Curriculum.
- Pupils with EAL will be able to participate fully in the school's broad and balanced curriculum.
- We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- EAL pupils are simultaneously learning to use the English language whilst learning curriculum content through the medium of English. For this reason, EAL pupils benefit from being placed in a safe, mainstream environment in which tasks are clearly contextualised and suitably challenging.

- Class teachers will make effective arrangements for assessing attainment and progress, with support from the Inclusion Leader/EAL co-ordinator.
- Each class teacher will be expected to take responsibility for the progress of pupils learning EAL in their class.
- New arrivals to the country will have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in mainstream classes as swiftly as possible.
- Children with English as an additional language do not necessarily have separate teaching unless they need it. If necessary teaching assistants will assist with the teaching of a child with EAL in mainstream classes. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups composed not entirely of EAL children. Where appropriate, additional support staff will be deployed to implement specific EAL interventions for identified pupils.
- In the **Early Years Foundation Stage**, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help children learning English as an additional language by:
  - a) building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
  - b) providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
  - c) engaging the child in educational games that develop their language skills;
  - d) providing bilingual support to extend vocabulary;
  - e) providing opportunities for children to hear their home languages, as well as English.
- The language support teacher helps children during the **Key Stage 1** and **Key Stage 2** assessment periods.
- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language:
  - a) In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.
  - b) For the written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.

### **7) Prioritisation for support**

- The school will aim to provide support for students with EAL under the following headings:
  - a) Newly arrived students with little or no English;
  - b) Students at end of key stage working well below age-related expectations because of EAL;
  - c) Students who are identified as not making sufficient progress due to learning EAL; and
  - d) Students who need specific help with grammar and syntax in lessons.
- N.B. Where this support involves withdrawing students from class, this will be time-limited and will be measured for impact.
- Students with EAL who may also have special educational needs will be referred to the school's Inclusion Lead/Inclusion Lead/SENCo.

### **8) Good practice to be used across the curriculum:**

- Providing an environment in which pupils feel welcome and confident through the use of engaging activities and displays that reflect pupil diversity and support language development.
- Providing effective teacher/peer models of spoken and written language, giving pupils opportunities to absorb receptive language before being required to produce language.
- Providing enhanced opportunities for speaking and listening through small-group collaborative tasks.
- Assessing the language and learning demands of curriculum content in terms of key concepts, vocabulary and structure and providing subsequent support through use of visual materials, bilingual support materials and writing scaffolds.
- Planning for pupils with EAL will meet their language development needs and may include writing frames, bilingual key word lists, visual materials, etc.
- Paying attention to grouping strategies, selecting mixed ability groupings that provide EAL pupils with good models of speaking, reading and writing.
- As appropriate, using pupils' first language to support learning by activating prior knowledge thus encouraging further conceptual development.
- Encouraging further development of the first language through the provision of dual-language resources.
- Providing short-term induction support for learners with limited English in order to encourage the development of basic social language and English literacy skills.
- Providing ongoing support for more advanced learners of EAL through, for example, explicit teaching of a wide range of genres and registers, providing opportunities for pupils to redraft work (see Ofsted document " More advanced learners of English as an additional language in secondary schools and colleges").
- Selecting and using good quality visual aids and culturally relevant resources.

### **9) Teaching and learning style**

- In our school teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:
  - a) ensuring that vocabulary work covers the technical as well as the everyday meanings;
  - b) covering not just key words, but also metaphors and idioms;
  - c) explaining how spoken and written English have different usages for different purposes;
  - d) providing them with a range of reading materials, to exemplify the different ways in which English is used;
  - e) giving them appropriate opportunities for talking, and using talk to support writing;
  - f) encouraging them to relate one language to another.
- Teachers ensure children who are learning English as an additional language have access to the curriculum and to assessment by:
  - a) using texts and materials that suit their ages and learning stages;
  - b) providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
  - c) using the home or first language where appropriate.

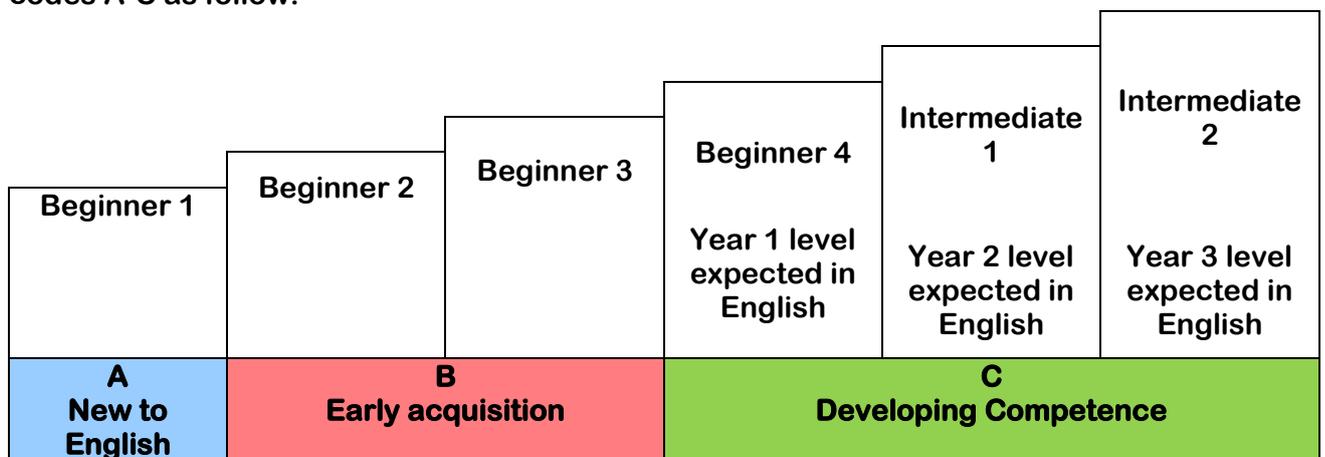
### 10) Monitoring and evaluation

The school's Inclusion Leader/EAL co-ordinator will liaise with relevant staff to maintain a regularly updated register of pupils learning EAL and their level of English acquisition using the *Havering EAL Progress continuum* - where pupils (regardless of year group) are working below age related expectations for Year 3 in English.

- Data will be logged on ScholarPack regarding:
  - Level of English Proficiency and
  - EAL Assessment levels
- DfE Proficiency codes will be reported per EAL pupil as aligned to their corresponding position on the *Havering EAL Progress Continuum* or as 'best fit' using the following DfE descriptors:

Proficiency descriptor	Code
• New to English	A
• Early Acquisition	B
• Developing Competence	C
• Competent	D
• Fluent	E
• Not yet assessed can be used where children have just started at the school and there is no time to assess them before the census.	N

- Assessment of early-stage learners will be undertaken. EAL bands are aligned to the DfE codes A-C as follow:



- Staff will be made aware of each pupil's level of English acquisition and are expected to take responsibility for the language development needs of the pupils with EAL in their lessons. The effectiveness of current practice will be monitored through regular target-setting and the analysis of pupil attainment levels.

**This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.**



# ADDENDUM: WORKING DEFINITIONS

<b>EAL</b>	Stands for English as an additional language and recognises the fact that many pupils learning English in schools in this country already know one or more other languages and are adding English to that repertoire.
<b>Bilingual</b>	Is used to refer to those pupils who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.
<b>Advanced learner of EAL</b>	Is a term used to describe pupils who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are pupils, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support in order to develop the cognitive and academic language necessary for educational success.
<b>Minority ethnic group</b>	Is used in this publication for all those groups other than the white British majority. Although pupils from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as pupils from minority ethnic groups. Most pupils learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.

Source:

*Excellence and enjoyment: learning and teaching for bilingual children in the primary years, DfES 2006*

### Assigning EAL within School data systems

A first language other than English should be recorded where a pupil was exposed to this language during early development and continues to be exposed to this language in the home or in the community.

If a pupil 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 pupil's proficiency in English.

In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses another language, the school should consult with the pupil or parent to determine which language should be recorded.

Source:

*Guidance for Local Authorities on schools' collection and recording of data on pupils' languages (in compliance with the Data Protection Act), DfES 2006*

### Reporting DfE 'Proficiency in English' codes for the School census

DfE Proficiency codes will be reported per EAL pupil as aligned to their corresponding position on the *Havering EAL Progress Continuum* or as 'best fit' using DfE descriptors.

Proficiency	Code	The pupil may:	Guidance
<b>New to English</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• Use first language for learning and other purposes</li> <li>• Remain completely silent in the classroom</li> <li>• Be copying/repeating some words or phrases</li> <li>• Understand some everyday expressions in English but may have minimal or no literacy in English</li> <li>• Needs a <b>considerable</b> amount of EAL support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil will usually be in their first 6 months at a UK school</li> <li>• In the EYFS, pupil may have been assessed in the 16-26 month band for Understanding and Speaking</li> <li>• Older children may have some literacy (e.g. copying words and decoding text) but very little understanding</li> <li>• At KS1/KS2, pupil cannot yet be assessed against age-related expectations for Y1</li> <li>• Corresponds to Beginner 1</li> </ul>

<p style="text-align: center;"><b>Early Acquisition</b></p>	<p style="text-align: center;"><b>B</b></p>	<ul style="list-style-type: none"> <li>• Follow day-to-day social communication in English and participate in learning activities with support</li> <li>• Begin to use spoken English for social purposes</li> <li>• Understand simple instructions and can follow narrative/accounts with visual support</li> <li>• Have developed some skills in reading and writing</li> <li>• Have become familiar with some subject specific vocabulary</li> <li>• Still needs a <b>significant</b> amount of EAL support to access curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil will usually have been in a UK school for between 6 months and 2 years</li> <li>• Pupil may have recently transferred from abroad with some basic English</li> <li>• In the EYFS, pupil may have been assessed as 22-36 or 30-50 months for Understanding and Speaking and may be on track to achieve the ELG</li> <li>• At KS1/KS2, pupil may be working towards age-related expectations for Y1 Emerging up to Y1 Developing</li> <li>• Corresponds to Beginner 2-3</li> </ul>
<p style="text-align: center;"><b>Developing Competence</b></p>	<p style="text-align: center;"><b>C</b></p>	<ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence</li> <li>• Be able to express self orally in English, but structural inaccuracies are still apparent</li> <li>• Be able to follow abstract concepts and more complex written English</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> <li>• Requires <b>ongoing</b> EAL support to access curriculum fully.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil will usually have been in a UK school for 2-4 years</li> <li>• Pupil may have recently transferred from abroad with some intermediate English</li> <li>• At KS1/KS2, pupil will be working within the range of Y1 Secure to Y3 Developing</li> <li>• Corresponds to Beginner 4-Intermediate 1+</li> </ul>
<p style="text-align: center;"><b>Competent</b></p>	<p style="text-align: center;"><b>D</b></p>	<ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence</li> <li>• Be able to express self orally in English, but structural inaccuracies are still apparent</li> <li>• Be able to follow abstract concepts and more complex written English</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> <li>• Requires <b>ongoing</b> EAL support to access curriculum fully.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil will usually have been in a UK school for 4-6 years</li> <li>• Pupil may have recently transferred from abroad having received some or all of their education through the medium of English</li> <li>• Pupil will be working within the range of Y3 Secure to Y5 Secure</li> <li>• Corresponds to Intermediate 2+</li> </ul>
<p style="text-align: center;"><b>Fluent</b></p>	<p style="text-align: center;"><b>E</b></p>	<ul style="list-style-type: none"> <li>• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</li> <li>• Operates <b>without</b> EAL support across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil will usually have been in a UK school for 6-7 years or more</li> <li>• Pupils transferring from abroad at this level will usually have attended an international school</li> <li>• Pupils in Y6 will be on</li> </ul>
<p style="text-align: center;"><b>Not yet assessed</b></p>	<p style="text-align: center;"><b>N</b></p>	<p>The DfE will accept 'N - Not yet assessed' where there has not been enough time, between the pupil joining the school and the date of the census, for assessment to take place.</p>	



# ADDENDUM: EAL ADMISSIONS AND INDUCTION FLOW CHART

## Admission Forms

- LA informs school that new pupil is to arrive.



## Initial meeting with pupil and parents

- Admin staff invites family to Admissions Meeting.
- Interpreter employed for meeting, by school, if necessary.
- Essential information is collected at meeting regarding language, schooling etc. on 'EAL Data Collection Sheet'. Seek information on availability of previous school records.
- Information sought regarding any previous SEND needs.
- Inform parents of school requirements e.g. uniform, P.E. kit, swimming days, lunch arrangements, timing for start & end of days etc.
- Parents are informed that pupil's start date is to be delayed by 2/3 days so that proper preparations can be made to support them. Usual start day would be Wednesday.
- Tour of school given when possible.

BEFORE



## Before pupils' start date

- EAL Co-ordinator meets with class teacher. Relevant information gathered from admissions meeting is passed on and the pupils' start date.
- Two 'Peer Buddies' are selected from the class by the class teacher to support the the arrival of the new EAL pupil.
- Teaching staff are reminded that proper lesson planning must be undertaken before the pupil's start date and are reminded of the EAL teaching & learning resources available.
- Time allocated to EAL TA during settling-in period with new pupil.
- Dual-language resources acquired if appropriate.



## Pupil Starts School

- Pupil is welcomed by the office admin staff and introduced to class teacher, support staff (if available) and Peer Buddies.
- Peer Buddies will help pupil to become familiar with school building, routines and essential language.
- Short daily sessions with support staff are advisable for the first 3-4 weeks for pupils who are *very* new to English e.g. use EAL induction packs/booklets.
- Class teacher assesses the pupil using Havering EAL Progress Continuum within the first half-term.
- Class/subject teachers differentiate work for pupil, linked to class learning objectives, at appropriate level. Differentiation should usually be language, not process-based.
- Place pupil in middle sets/groups or above, unless pupil is known to have SEND, to ensure access to good role-models of spoken English.
- Keep regular contact with parents during settling-in period.
- If the pupil is in Year 6, the school will support parents with Secondary transition.

FIRST DAYS AND WEEKS

- Please note that many pupils with EAL will continue to benefit from support during their entire time at the school.
- This chart details only key aspects of the admission and induction process.
- Further advice should be sought from the Inclusion Leader/Inclusion Lead/EAL Co-ordinator and the EMA Team at HIAS.



# ADDENDUM: EAL NEW PUPIL INFORMATION SHEET

<b>CHILD'S NAME</b>		<b>D.O.B</b>	
<b>CLASS</b>		<b>GENDER</b>	
<b>FIRST LANGUAGE</b>		<b>RELIGION</b>	

<b>General background</b>				
<b>First Language competency</b>	<b>SPEAKING</b>	Yes	No	Limited
	<b>READING</b>	Yes	No	Limited
	<b>WRITING</b>	Yes	No	Limited
<b>Other languages</b>				
<b>First/Other language(s) spoken by parent(s)/carer(s)</b>				
<b>Context and use of language</b> ( e.g. when did the child start to use the first and other languages and with whom/who do they use the languages with now?)				
<b>Country of birth</b>				
<b>Other resident countries</b>				
<b>Schooling history</b> (including language of schools and any pre-school education and skills learned, e.g. maths concepts)				
<b>Length of time learning English</b>				
<b>Skills in English</b>	<b>SPEAKING</b>	Yes	No	Limited
	<b>READING</b>	Yes	No	Limited
	<b>WRITING</b>	Yes	No	Limited
<b>Parents' interpreting needs</b>				
<b>Additional comments (e.g. strengths, weakness, interests, etc)</b>				



# ADDENDUM: EAL INITIAL ASSESSMENT

<b>CHILD'S NAME</b>		<b>D.O.B</b>	
<b>CLASS</b>		<b>GENDER</b>	
<b>FIRST LANGUAGE</b>		<b>RELIGION</b>	

	What the pupil can do	What the pupils needs to develop
<b>SPEAKING AND LISTENING</b>	<i>(e.g. points to objects, follows simple instructions, names colours, etc.)</i>	<i>(e.g. ability to give one-word responses, ability to form 2/3 word phrases, knowledge of names of objects in classroom, etc.)</i>
<b>READING</b>	<i>(e.g. know letter manes, knows 20 of the initial letter sounds, decodes cvc words/decodes blends, etc.)</i>	<i>(e.g. ability to distinguish between soft vowels, knowledge of phonics, ability to blend, use of context to work out the meaning of new words, etc.)</i>
<b>WRITING</b>	<i>(e.g. can write 10-20 high frequency words, sometimes applies verb endings, etc.)</i>	<i>(e.g. spellings of vowel digraphs, segmenting sounds, knowledge of simple sentence structure, use of adjectives, use of past tense, etc.)</i>
<b>MATHS</b>	<i>(e.g. applies 4 rules of number well, can name al 3D shapes in 1<sup>st</sup> language, etc.)</i>	<i>(e.g. knowledge of vocabulary of basic maths functions, ability to complete oral mental tasks, etc.)</i>

First language writing sample	
<b>Ability to write fluently</b>	
<b>Evidence of proof reading/editing</b>	
<b>Character/letter formation (e.g. consistency of size, etc.)</b>	
<b>Use of punctuation (if applicable)</b>	
<b>Ability to re-read own work</b>	