EAL Policy

Bowdon preparatory School is a high-performing academic environment. Most pupils who join BPS are from families with English as a first language. However, we welcome pupils for whom English is an additional language. This policy should be read in conjunction with the following policies and documents:

School's Aims	Inclusion Policy
Early Years Policy	SEND Policy

Links

Assessment Framework	Classroom Support Strategies
EAL Action Plan	

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy.   Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed	How was updated disseminated	Parents informed	Policy on website	Governor Approved
Sept 2016	HG (U)	Staff briefing/email	Yes	Yes	
Dec 2016	Governor (R)				
Jan 2019	CD (R)	Phase group meeting focus.	Yes	Yes	
Sept 2019	H. Gee (R)	INSET	YES	YES	
Nov 2020	H. Gee (R)				
Oct 2021	H.Gee (u)	Staff CPD focus	Yes	Yes	
Jan 23	h. Gee (R)	Saff briefing	Yes		
Jan 24	H. Gee (R)	TEAMs	Yes		

Contents

Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

Definition

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but an English speaking school.
- Born abroad, but moved to the UK at some point before starting school.
- Born in the UK, but in a family where the main language is not English.
- EAL pupils will need varying levels of provision.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment.

- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.

- 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 and Disability (SEND).

Whole school approach

On entry to the school information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

All pupils applying for a place in Years 2 to 6 are invited to attend a taster/assessment day. For EAL pupils we may provide a TA/Teacher to work with them whilst they complete tasks in numeracy and literacy. The TA/Teacher will support and guide the child in English and maths or may work through tasks on a one-to-one basis focusing on areas of the EAL Assessment Framework. If it appears that the child has very little understanding then we may use online screening assessments in to evaluate their level of need and learning attainment levels (eg, using Flash academy assessment). It may be appropriate to offer a with a condition that the parents provide a tutor for an agreed amount of time to help the child acquire a level of English that will enable them to access the curriculum with support from the class teacher.

We place EAL children who require support on a register which is circulated to all staff.

In the Lower School, we provide in-class support for children who are on the EAL register by a teaching assistant who works, in partnership with the teacher, alongside the child for some of the lessons. In Prep, pupils may be offered additional support in the small groups. We may suggest that additional EAL lessons are undertaken out of school for a limited period of time. We use different languages in our staff displays and our instruction signs around the school.

The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- providing bilingual support to extend vocabulary
- providing opportunities for children to hear their home language spoken, as well as English

The role of the Phase Leaders is to:

- Ensure parents and staff are aware of the school's policy on pupils with EAL
- Work with teachers, parents and pupils in the development of ILP's (individual Language Plan)
- Provide guidance and support to set targets and plan appropriate work
- Monitor standards of teaching and learning of pupils with EAL
- Ensure that all involved in teaching EAL learners liaise regularly
- Ensure relevant information on pupils with EAL reaches all staff
- Monitor the effectiveness of the teaching of pupils with EAL
- Oversee initial assessment of pupil's standard of English

Approach of our teachers

Teachers develop the spoken and written English of EAL pupils in their class by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Displaying key vocabulary.
- Providing additional visual support, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Providing additional verbal support, e.g. repetition, modelling and peer support. Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Providing scaffolding language and learning, e.g. talk frames and writing frames.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- 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.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Pre–teaching by giving children a vocabulary list covering words that they will encounter in the forthcoming lessons.

Teachers ensure access to the curriculum and to assessment by:

- Taking into account the linguistic, cultural and religious backgrounds of families.
- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through computing, dictionaries and readers.
- Ensuring consideration and sensitivity is given to the appropriateness of assessing EAL pupils at the earlier stages of English acquisition.

Our teachers monitor progress by:

- Setting targets for EAL pupils that are appropriate, challenging and reviewed on a regular basis.
- Ensuring that their planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Regularly observing, assessing and recording information about pupils' developing use of language.

Additional Resources

FlashAcademy is an easy-to-use platform that has been developed to help pupils with English as an additional language (EAL) to break down language barriers and improve their English proficiency level. This platform also teaches pupils curriculum vocabulary, grammar, handwriting and much more. The app does this through an interactive experience and gamified content, helping pupils to stay engaged when it comes to learning. Pupils can access the platform remotely and in the classroom, enabling teachers to set pupils' homework on the app, to continue improving their English proficiency at home. Teachers can also choose specific lessons for pupils to complete at home, so they can learn curriculum vocabulary ahead of a lesson and can attend the lesson with a

basic understanding of the vocabulary beforehand, allowing them to be fully engaged. Teachers can set and track work at the correct level, as well as letting pupils complete the assessment at their own pace, either in one sitting, or doing one task at a time.

Monitoring and Tracking Progress of EAL Learners

Whole School EAL Audit:

The school undertakes an audit of all pupils' English language abilities at three points across the year. The audit is completed by class teachers. The audit requires teacher judgement on pupils' status in the four areas of:

- Listening
- Speaking
- Reading
- Writing

The key purposes of the EAL audit are to provide a summative assessment of all pupils' levels of English language across the school; information for class teachers to assist in meeting the needs of all pupils; and a centralised monitoring and tracking system for assessing pupils' English language progress across the school year. Following each audit, a report is compiled by the Phase Leader, which tracks pupils' progress throughout the year, particularly those who are identified as having a high need for extra EAL provision. Information from this report is used to:

- influence groupings of those pupils identified as needing extra EAL support
- highlight areas of the school in which more EAL support is needed
- influence Learning and Teaching strategies within classes
- evidence pupils' progress in English language acquisition

Assessment

Identification and Assessment Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form
- Information from interviews with parents/guardians
- Information from initial assessment papers
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, Phase Leader, parents and pupil. In assessment of EAL pupils, competence in English is categorised on a five-point scale |See Appendix 1).

Special Educational Needs and Gifted and Talented Pupils

Special Educational Needs

Speaking English as an Additional Language (EAL) is not a Special Educational Need (SEN), but learners with EAL may themselves have additional educational needs, just like learners who use English as their First Language.

Peer support

A chid with EAL may be linked to a buddy interpreter.

A Buddy interpreters could:

- Show non-English speaking visitors around the school.
- Buddy up with new pupils during their first few weeks to demonstrate school routines, etc.
- Buddy with new pupils during breaks and lunchtimes and introduce them to other pupils or assist them to communicate.
- Support new pupils to become familiar with clubs/lunchtime activities.
- Help a new pupil to communicate what they have written or what they want to say.
- Welcome parents at parents' evenings and other events.

Appendix 1

A NEW TO ENGLISH	The pupil may: • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support**
B EARLY ACQUISITION	The pupil may: • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access curriculum**
C DEVELOPING COMPETENCE	The pupil may: • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. **Requires ongoing EAL support to access curriculum fully**
D COMPETENT	• Oral English 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**
E FLUENT	• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. **Operates without EAL support across the curriculum.**

Appendix 2

Webinars and training

Reviewed Jan 2024

Is it English as an Additional Language, a language disorder, or both?

The Bell Foundation EAL Assessment Framework for Schools

Using substitution tables (Language for Results International)

Teacher assessment in 2021: meeting the needs of learners who use EAL

What have we learnt from data from Wales about Proficiency in English?

Maintaining high expectations of learners who use EAL

An Introduction to Language Results International

Closing the gap: Using formative assessment to help learners who use EAL catch up

EAL in ITE

Closing the gap: supporting disadvantaged pupils with EAL

Quality Teaching for EAL Learners in the ITT Core Content Framework

How parents can use home languages to support the home learning and school work of EAL pupils

An introduction to The Bell Foundation EAL Assessment Framework for Schools Version 2 and Tracker

Expert advice on supporting the learning of EAL pupils during and after school closures (2)

Developing induction programmes for newly arrived pupils using EAL

Newly arrived pupils who are new to English 2

EAL, proficiency in English and educational achievement in England

Great ideas: Using substitution tables

EAL and Initial Teacher Training Webinar

Becoming Confident in Grammar for the Classroom recording

Educational Outcomes of Children with EAL Webinar recording

'A case for EAL Assessment' webinar recording

Webinar: English as an Additional Language and educational achievement in England