3e. Policy for English as an Additional Language (EAL)

Introduction

At The Lyceum we believe that each pupil has individual and unique needs. We ensure that all children are encouraged, valued and accepted equally, regardless of their ability or behaviour. All pupils should receive appropriate educational provision through a broad and balanced curriculum that is relevant and adaptive, and that shows coherence and progression in learning. It is the aim of this school to provide every child with the best education possible.

The school defines EAL learners as those pupils where:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

We are committed to ensuring that accurate assessment ensures that pupils are provided with learning tasks that meet both their cognitive and English language needs. We have an inclusive approach to learning and prioritise Quality First Teaching as the most effective way to enable EAL pupils to make good progress. The Lyceum is committed to making good provision of teaching and resources for pupils who have English as an additional language or are bilingual, and for raising the achievement of all pupils. The school will identify individual pupil's needs; recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents in the school. The aim of the policy is to ensure that EAL learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

We aim:

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support.
- To ensure that pupils, parents and carers from all ethnic minorities feel genuinely included in the community of our school.
- To help pupils to use English confidently and competently.
- To help EAL pupils to make use of their knowledge of other languages.

We believe that the following should be in place to optimise the potential for second language acquisition for pupils with EAL:

- A welcoming and inclusive environment which celebrates ethnic and lingual diversity.
- Opportunities for pupils to explore ideas and new learning in their home language as well as in English.
- The continuing development of home language being seen as equally important as the development of English language skills.
- An inclusive curriculum, where EAL learners have access to high quality modelling of English language speaking by the adults around them.
- High expectations for all learners, regardless of their English language proficiency, where effective adaptive teaching enables all pupils to access learning at a level appropriate for their cognitive and developmental needs.

Data Collection

On entry to school, the parents/carers of pupils are asked to complete an initial entry form containing information regarding the pupil's ethnic origin and home languages. Teachers will then meet with parents/carers to gather more specific information about languages spoken or heard in the home environment. Teachers, with the support of the EAL Co-ordinator will then assess the pupil's level of English to target support within the school.

Proficiency in English Assessment

Teachers assess the Proficiency in English of EAL pupils in their class twice per year, at the end of the Autumn and Summer terms. This assessment is supported by the Bell Foundation EAL Assessment descriptors and establishes whether a child is:

A: New to English

Pupils:

- 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
- Require considerable support to access curriculum content

B: Early Acquisition

Pupils:

- 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

- Still need a significant amount of 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.

C: Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years.

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.

Pupils:

- 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
- Need ongoing 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.

D: Competent

Pupils:

- 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
- Need occasional support to access more complex curriculum material and tasks

E: Fluent

Pupils:

- 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
- Need very little or no support required to access curriculum content and should be working at, or very near, age related expectations

School Context

65% of pupils are classed as EAL, however, most of our EAL learners are identified to be in stage E in English Proficiency and therefore, only a small group require occasional or limited support to access the curriculum.

A: New to English (requiring considerable support to access curriculum content)	0.8%
B: Early Acquisition (still need a significant amount of support to access the curriculum)	1.6%
C: Developing Competence (need ongoing support to access the curriculum fully)	5.5%
D: Competent (occasional support to access more complex curriculum material and tasks)	7.0%
E: Fluent (very little or no support required to access curriculum content and should be working at, or very near, age related expectations)	50%

Planning and Evaluating

The children are assessed in English by the Teachers and the EAL coordinator to establish if additional support is required. Targets are monitored and reviewed by the class teacher and EAL co-coordinator (where appropriate) on a twice-yearly basis. Individual children's progress is monitored as they progress through the school by their class teachers and the EAL co-coordinator.

Monitoring Responsibilities

EAL Co-ordinator

- To liaise with office staff and class teachers to collect progress data on EAL pupils.
- To update EAL records ready for the beginning of each academic year.
- To liaise with class teachers to set individual pupil targets.
- To provide support and advice for the teaching of EAL pupils.
- To provide and/or arrange for staff training, as necessary.
- To liaise with class teachers on individual pupil progress.

Class Teachers

- To support the learning of EAL pupils within the classroom using the key principles and strategies (listed below).
- To liaise with EAL co-coordinator on individual pupil progress.
- To report individual pupil progress to parents.

Teaching and Learning

- Strategies to be used within the classroom:
- Include all EAL/ bilingual children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Provide context embedded language experiences.
- Check for pupils understanding – ask questions or get the child to explain what they are going to do.
- Give very clear contexts and instructions
- Be aware of the effect of eye contact and body language. Support what is said by intonation, facial expression and gesture
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use ICT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.
- Help the child to extend their responses
- Express the same idea in different ways
- Support the child to share any prior knowledge of the subject
- Give time to process and mentally rehearse
- Provide visual props such as pictures and photographs
- Structure listening into manageable chunks

Assessment and Recording

- Each class has an EAL file which contains a list of all children in the class who are bilingual or have EAL needs.
- The EAL class files are organized by the EAL coordinator.
- Individual pupil progress is reviewed termly.
- Any pupil not making expected progress will be referred to the EAL coordinator for additional support.

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Next review: August 2027