

The Federation of St Bede's and St Bernadette Catholic Schools



WE LEARN, WE PLAY, WE CARE, WE PRAY

English as an Additional Language (EAL) Policy

Last review: May 2018

Next review: May 2021

FEDERATION VISION

Our vision is to provide all children with the best possible education, guided by the foundations of the Catholic faith, which develops their potential, prepares them for the future and inspires lifelong learning.



English as an Additional Language (EAL) Policy

Introduction/Mission statement

In our schools the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. This is in line with the requirements of the Equality Act 2010.

(Refer to school Race Equality Policy)

Aims and Objectives

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

The schools are committed to enhancing the teaching and learning of pupils for whom English is an additional language, and for raising the achievement of ethnic minority pupils, who are at risk from underachievement. The school will identify individual pupil's needs and ensure equality of access to the curriculum. Our schools recognise that EAL status is dependent on which language was learned first by a child.

We aim for all pupils to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Key Principles for Additional Language Acquisition

Across the Federation we recognise and understand the difference between communication skills and language proficiency for all children:

- Language is used and developed in purposeful contexts across the curriculum
- An effective use of language is crucial to the teaching and learning of every subject
- The language demands of learning tasks are identified and included in planning
- Attention to vocabulary and meanings are embodied in each curriculum area
- Teachers and support staff have a crucial role in modelling use of language
- All pupils have entitlement to the National Curriculum
- A distinction is made between EAL and Special Educational Needs
- Teachers are aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL. Therefore the use of the home language of our pupils is encouraged
- All languages, dialects, accents and cultures are equally valued
- 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 ongoing support for up to 10 years.



Teaching and Learning

- Planning and Differentiation
 - The school provides a system for staff to share planning with support staff. Plans identify the demands of the National Curriculum and provide differentiated opportunities matched to the needs of EAL pupils. Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.
- English and Maths
 - The Primary Framework for literacy and mathematics is used, where classroom activities are carefully structured and consist of clear learning objectives. The appropriate support and resources are deployed to ensure that all pupils are able to participate in lessons.

Strategies

In our schools teachers take action to help children who are learning English as an additional language by using the following support strategies:

- Collaborative group work
- 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;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Additional visual support, e.g. displays, objects, non-verbal clues, pictures, demonstration, use of gesture, Makaton signs etc.
- Bilingual resources, e.g. dictionaries, texts, key word lists, bilingual staff/pupils
- Scaffolding is provided for language and learning, e.g. writing frames
- Regular verbal and written feedback from staff
- Discussions provided before and during reading and writing activities
- Usage of ICT programs such as Lexia, Education City, Google Translator

Planning, Monitoring and Evaluation

Information is gathered about newly arrived children through initial assessment:

- The pupils' linguistic background
- The pupils' competence in their home language via the mother tongue assessment
- The pupils' previous educational and school experience
- The pupils' family and biographical background

The pupils' level of English fluency is assessed using the new DFE 5-stage Proficiency in English scale (Appendix 1) The stages of English fluency are recorded and updated three times a year. The progress of EAL pupils is monitored via EAL tracking record and support is provided, where necessary, in a small group, one-to-one, or in the class by, when possible, bilingual Teaching Assistants. Staff regularly observe and assess pupils' developing use of language.



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Whilst account is taken of EAL development, the schools aim to set appropriate and challenging targets for individual pupils. These targets are reviewed termly as part of the assessment process.

Special Educational Needs and Disability (SEND)

The school recognises that most EAL pupils needing additional support do not have SEND. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

More Able Pupils

The school recognises that there may be EAL pupils who are more able, even though they may not be fully fluent in English. They have equal access to the schools' provision.

Resources

The schools display work reflecting our linguistic and cultural diversity. Resources from other cultures are used to support teaching and learning throughout the curriculum.

A range of resources are used to support pupils' linguistic development, e.g. games, ICT, visual materials, differentiated tasks, key word lists.

Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

Across the Federation:

- We provide a welcoming Admissions process for the induction, assessment and support of new pupils and their families/carers
- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links
- The bilingual Teaching Assistants provide parents with information about the schools' expectations of EAL pupils, the English educational system and curriculum. They also provide translation during parents' evening and when necessary
- Parents are supported when they have to complete the forms for Junior and Secondary school transfer, as well as transfer from Nursery to Reception
- There are opportunities for parents to attend English classes at our school
- We organise international evenings to celebrate the cultural diversity of both schools
- We aim to work closely with members of the wider community to support our EAL pupils

Staff Development

Staff will have an opportunity to undertake professional development to ensure that the provision for EAL pupils is appropriately delivered and co-ordinated.

The School Development Plan will incorporate action plans and reviews relating to raising the achievement of EAL pupils.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve as the basis for planning programmes of action, targeting time, support and resources.



Signed:

Headteachers: _____

Chair of Governors: _____

Date agreed: May 2018

Date to be reviewed: May 2020



Appendix 1

DFE 5-stage Proficiency in English scale

STAGE A (New to English)	STAGE B (Early Acquisition)	STAGE C: (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> ◆ Silent period ◆ May use first language for learning and other purposes ◆ Copies/repeats some words and/or phrases ◆ Uses single words or short phrases ◆ Has very basic, limited range of vocabulary ◆ Understands some everyday expressions and simple instructions in English. 	<ul style="list-style-type: none"> ◆ Uses spoken English for 'social' purposes ◆ Participates in learning activities with support ◆ Has limited awareness of grammar syntax ◆ Vocabulary is widening but tends to be related to familiar contexts ◆ Is acquiring some topic/subject specific vocabulary ◆ Follows day to day social communication in English ◆ Understands simple instructions ◆ Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> ◆ May participate in learning activities with increasing independence ◆ Uses spoken English confidently but structural inaccuracies still apparent ◆ Has a fairly wide vocabulary, which includes a growing bank of subject-specific words ◆ Gives appropriate responses to a wider range of situations without the need for visual support ◆ Able to follow more complex verbal input and some abstract concepts 	<ul style="list-style-type: none"> ◆ Oral English is developing well, enabling successful engagement in activities across the curriculum, but might need support to refine English usage ◆ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rule of grammar and word order, with fewer errors ◆ Has a wide vocabulary ◆ Some vocabulary gaps still evident ◆ Usually copes with wide range of verbal input from variety of sources 	<ul style="list-style-type: none"> ◆ Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language ◆ Is a fluent speaker of English in a full range of situations
READING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ May have developed some skills in reading ◆ Copes with familiar words/word patterns and able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> ◆ May be able to follow more complex written English ◆ Reads accurately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> ◆ Can read and understand a wide variety of texts ◆ Still needs some support to access subtle nuances of meaning 	<ul style="list-style-type: none"> ◆ Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language ◆ Is a fluent reader of English, (with matching understanding), in a full range of situations
WRITING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ May have developed some skills in writing ◆ Can produce a small amount of independent writing with support from teachers/peers ◆ Has limited awareness of grammar ◆ Uses basic punctuation ie full stops and capital letters ◆ Is becoming aware of basic phonemes and simple spelling patterns ◆ Uses basic vocabulary 	<p>Literacy will need ongoing support, particularly for understanding text & writing.</p> <p>Strives towards more developed pieces of writing for a range of purposes</p> <p>Demonstrates a growing awareness of grammar, but some errors</p> <p>Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation</p> <p>Is producing improved spelling for a wider range of words</p> <ul style="list-style-type: none"> ◆ Developing a wider range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes competently for a variety of purposes ◆ Writing contains only occasional errors in grammar ie structure ◆ Written English may lack complexity ◆ Generally uses a wider range of punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ◆ Spells most words correctly ◆ Uses a wide range of vocabulary, but needs support to further develop abstract vocabulary 	<ul style="list-style-type: none"> ◆ Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language ◆ Is a fluent writer of English in a full range of situations
Needs a considerable amount of EAL support	Needs a significant amount of EAL support to access the curriculum	Requires ongoing EAL support to access the curriculum fully	Needs some/occasional EAL support to access complex curriculum materials and tasks	Operates without EAL support across the curriculum