**POLICY DOCUMENT FRONTPAGE**

EAL Policy
(English as an Additional Language Policy)

**CURRENT POLICY**

**APPROVED BY ALEC HUNTER GOVERNING BODY**

**THIS POLICY IS REGULARLY REVIEWED
FOLLOWING RECOMMENDED GUIDELINES**

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is a statement of Alec Hunter Academy's aims and strategies to ensure that EAL students fulfil their potential.

## Aim of Policy
This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement.

## Statement of Commitment
Our school is committed to providing a quality learning environment for all EAL students that is appropriate to their age, ability, aptitudes, and any special educational needs they may have. This duty applies irrespective of a student's immigration status, country of origin or rights of residence in a particular area. We recognise speaking and listening, reading and writing in English is integral to learning therefore, our priority for children learning English as an Additional Language is to include them in mainstream education as quickly as possible. This will enable and promote rapid language acquisition and will allow EAL students to develop knowledge and skills across the curriculum.

We are also committed to raising the achievement of minority ethnic students who are at risk of underachieving. Therefore, we will identify individual student's language needs and facilitate appropriate provision; recognise the skills they bring to the school thus ensuring equality of access to the curriculum.

## Assessment and Target-Setting
### Statutory Assessment
- The school will ensure that all EAL students have access to statutory assessments, making full use of special arrangements, language support etc, where necessary.
- EAL Assessment: Staff will liaise with the EAL support team to assess the needs of our EAL children. They will identify students' level of English using the Bell Foundation's EAL assessment framework for schools. This is collected a part of the school census.

### Target Setting
- Staff will ensure that appropriate targets and outcome measures are set for identified EAL/BME students and that these are set in line with LA-wide targets and regularly reviewed.
- EAL/SEND; The school recognises that most EAL students needing additional support do not have special needs. However, should SEND needs be identified during assessment EAL students will have access to the school SEND provision. Similarly, the school recognises that there may be EAL students who are gifted and talented even though they may not be fully fluent in English.
- EAL students will be tested on the annual MIDYIS "catch up" programme

## Teaching and Learning
- Our school ensures that all EAL students are enabled to have access to a broad, balanced and relevant curriculum
- With the classroom, EAL students are encouraged to play a full part in all learning opportunities by working in a variety of groups and whole class situations where fluent English speakers provide positive role models.
- There are three main strands to the English curriculum: speaking and listening, reading and writing. EAL students will receive teaching in all three areas. Work is inter-related across these three areas so that one area supports development in another.
- We acknowledge that event the most advanced students of English need continuing support in order to reach their full potential and we recognise that all children benefit from praise and positive examples of oral and written language

## Framework of Support

EAL Coordinator and the SENDCo are committed to:
- Keep EAL language assessments up to date.
- Provide a relevant admission and induction process.
- To obtain, collate and distribute information on new students with EAL. This includes; Language(s) spoken at home, information from the previous school, information on the level of English and details of the curriculum at previous school.
- Introduce the student to the "buddy" system to help the student form friendship groups.
- Help EAL students integrate into the school whilst valuing diversity.
- Oversee initial assessment of students' standard of English
- Allow the student opportunities to express themselves in their mother tongue both orally and in written work, in small group work and one to one sessions.
- Liaise with the Head of MFL about allowing students the opportunity to take a GCSE exam in their First /Home Language should this language be available as a GCSE course.
- Evaluate the progress of the student on a termly basis by liaising with subject leaders.
- Give guidance and support in using the assessment to set targets and plan appropriate work.
- Support the students' language development both in class and by withdrawal (for group or 1:1 work) as appropriate.
- Provide advice to teachers on classroom strategies.
- Liaise with parents/guardians.
- Report to the SENDCo on the effectiveness of the above and the progress of the students.

## Curriculum Team Leaders should:
- Ensure Team members are aware of this policy and its importance.
- Make sure teachers in their team have the information they need to support the EAL students they teach.
- Monitor and review schemes of work to ensure differentiated opportunities are offered to EAL students.
- Support their team members in finding suitable resources.
- Monitor and review use of support staff in class and encourage the sharing of good practice.
- Evaluate the student's academic abilities and place them in appropriate teaching groups.

## Classroom teachers should
- Ensure they are aware of any relevant data available for students with EAL needs in their class.
- Use this knowledge effectively to inform their lesson planning, use differentiated resources, inform groupings within the class etc.
- Use support staff effectively and plan with them as necessary.
- Keep a record of students' progress in their class.
- Use target setting and assessment methods sensitively, to enable students to feel a sense of progression and achievement.

**Parental/Community Involvement**
Staff should strive to encourage parental and community involvement by:
- providing a welcoming induction process for newly arrived students and their families/carers
- identifying linguistic and cultural background of students and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL students in the wider community
- recognising and encouraging the use of first language
- helping parents understand how they can support their children at home, especially by continuing the development of their first language
- providing family learning for EAL families
- celebrating culture and identity through enrichment activities
- actively encourage community involvement

- We aim to ensure that our written and spoken communication with families and with the community is effective by the use of plain English, translators and interpreters.

*See also Appendix A below*

English As An Alternative Language Policy – Appendix A

**QCA guidance for English As An Alternative Language Students**

**Planning**

When planning, you can support new arrivals' learning of English by:
- developing a variety of strategies for differentiating objectives
- being aware of the background experience and language profile of the EAL student in order to identify variables that might affect progress
- being aware of and understanding students' prior knowledge or level of skills
- considering how to inform the student of the learning journey the class has already undertaken, identifying skills the student may have also developed
- having high expectations
- analysing the language and cognitive demands of lesson content at vocabulary, syntax and discourse levels, and having an understanding of how they can be used to promote language as well as content learning
- planning collaborative work with contextual support, including guided and supported group work
- providing ample opportunities for students to hear good models of a range of styles and registers of English
- providing opportunities for talk, whilst being aware that students with EAL may need time before being able or confident to engage in speaking
- preparing to teach language skills explicitly, including demonstrating grammar conventions, with opportunities to practice language use
- preparing tasks that are clear, purposeful, practical and that build on prior knowledge. Students can be engaged in practical activities with users of English that match the students' language-development needs
- planning with specialist or other support staff for their effective deployment. This may involve planning whole-class, small group and individual learning activities, or planning to provide pre-teaching or tutoring. For example, support staff may work with students before the lesson to introduce and practise language, discuss concepts, read text to be used in the lesson and clarify meanings
- preparing resources that support the development of students' English language skills and understanding, including visuals and key visuals or graphic organisers (for example timelines, tree diagrams, flow charts, tables, graphs, pie charts and cycle diagrams) to support understanding of key words and concepts, a supportive print environment that is visible and related to the topic of student (including bilingual labels), dictionaries if appropriate and culturally relevant resources to increase motivation and involvement.

**Teaching Strategies**

When teaching, staff can use a range of strategies to support English language acquisition by:
- activating peer support
- supporting students' understanding by continually introducing, explaining and illustrating key vocabulary related to subject content
- scaffolding writing tasks, for example modelling writing action (such as correct letter formation), matching, sequencing, providing writing frames and word banks
- scaffolding oracy, for example using frameworks for talking and active listening tasks
- modelling oral and written language to support acquisition
- using ICT programs to support language skills and to reinforce learning
- regularly monitoring students' understanding in ways that do not involve the use of English only
- exploiting previously used language to activate prior knowledge and link to students' experience

- integrating speaking, listening, reading and writing in English, and using one language skill to support and reinforce another
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging student responses and promoting interaction using different forms of questioning: closed and open, concrete and abstract, and higher-order questions
- using culturally accessible learning materials
- ensuring each student experiences success, for example through differentiation including the differentiation of homework tasks
- promoting thinking and talking in first languages to support understanding

## Good Practice

Good practice is often characterised by:
- acknowledging the knowledge, skills and understanding that new arrivals bring, and planning for their use in learning activities. An awareness of students' language skills and cultural knowledge can help teachers provide activities that are relevant and accessible
- organising well-planned induction programmes for new arrivals and supplementing main classroom teaching
- matching learning activities to students' needs by choosing sections of the programmes of study from earlier or later key stages
- matching learning activities to students' needs by choosing sections of the numeracy and literacy strategies from earlier or later terms or years
- identifying certain key aspects from the age-related programme of study but teaching them at a pace appropriate for the individual student
- differentiating activities to ensure that EAL students have opportunities for collaborative speaking and listening
- creating flexible timetabling arrangements to allow more time to be spent teaching certain subjects
- developing increased opportunities for all students to be taught subjects through arts activities such as art and design, music, drama and dance
- combining related or complementary aspects of programmes of study from two or three subjects to form a single unit of work or topic
- adapting schemes of work so that students are provided with activities that have been customised to meet their experiences, needs and abilities
- ensuring newly arrived student access intervention programmes if appropriate drawing on local resources, including those of the families and communities of newly arrived students
- extending and enhancing the curriculum by involving students in additional learning activities within or outside taught time. This may include educational and social visits, after-school clubs and opportunities for play and leisure