



Innovation, Aspiration and Excellence

English as an Additional Language (EAL) Policy

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School Link	Chloe Buckenham (VP)	
Principal	Michael McCulley	
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1. Our Approach

For pupils who are learning English as an additional language as well as learning through English, many aspects of their EAL development are different and more challenging than that faced by their English-speaking peers learning English as a National Curriculum subject. For instance, they will have to grapple with everyday vocabulary and pronunciation, something that their peers would have attained through experience at home and in school. Beyond that, there are the more demanding tasks of learning English grammar and social/academic rules of use which, if unassisted, can present formidable difficulties and can entail years of hit-and-miss efforts.

At Houlton, these pupils' distinctive needs are regularly assessed and provision considered when it comes to assessments and preparation for formal examinations. EAL learners needs will be considered and they may be entitled to additional support when preparing for exams, particularly with examination technique, style and vocabulary. Some pupils may be entitled to access arrangements, such as a dictionary or extra time.

Our inclusion team base the principles of our work with pupils who have English as an Additional Language on best practice from [NALDIC](#), the national subject association for EAL. This essential professional knowledge and understanding has most clearly been identified in *The Distinctiveness of English as an Additional Language: a cross-curriculum discipline* (South, 1999). This is directly concerned with what teachers of pupils with EAL need to know in order to carry out effective classroom work and is the basis for Houlton School's approach.

2. Policy Aims & Principles

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

3. Guidelines

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
3. To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
5. To use key visuals and other strategies to support children's access to the curriculum.
6. To ensure that language and literacy are taught within the context of all subjects.
7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
8. To actively liaise with parents to help them to support their children's learning.
9. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
10. To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
11. To seek first language assessment to ensure the accurate identification of SEN.
12. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
13. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
14. To celebrate multilingual skills and promote linguistic diversity with all pupils.

4. Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium term plans, teachers should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?

2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

5. The role of class teachers

Houlton staff will:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons;
- use speaking and listening strategies to develop subject learning;
- plan for teaching and learning of subject-specific vocabulary;
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts;
- model writing for key text types within their subject.

6. Language and literacy experiences of EAL learners

Staff must be aware that:

- some pupils already have good language and literacy skills in two or more languages;
- some pupils are beginner EAL learners have never learnt to read or write in any language;
- some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school;
- some pupils have SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

7. Beginner EAL learners

It typically takes 1-2 years to become fluent in everyday spoken English, but typically 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to:

- develop oral fluency quickly;
- immediately feel part of the school;
- develop language in context;
- experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial and used where appropriate in the early stages, although pupils should not usually be withdrawn from Mathematics, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

8. Teaching strategies to support EAL beginners

All staff at Houlton School will be encouraged to:

- provide a classroom rich in oral experiences;
- enable pupils to draw on their existing knowledge of other language/s;
- encourage and use bilingual support from other pupils and staff;
- use translated materials and bilingual dictionaries;
- allow pupils time to practice new language;
- use visual support of all kinds (diagrams, maps, charts, pictures);

- develop card sorting, sequencing and matching activities.

9. Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts. Pupils will learn and develop in three key ways:

10. Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching strategies

Staff will:

- provide pre and post listening activities such as listening frames;
- use information gap and other collaborative activities;
- allow pupils to do some assessment orally;
- ask pupils to rehearse answer with partner before answering;
- use additional adults to support discussion groups.

11. Learning from text

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Teaching strategies

Staff will:

- make the purpose of reading explicit;
- read aloud to pupils;

- teach pupils how to find their way around text books and use index, contents, etc.;
- show pupils how to write questions before starting research;
- help pupils decide whether to scan or skim read or close read;
- ask pupils to transfer information from text to diagrams;
- encourage and show pupils how to use the library for research and pleasure/

12. Learning through writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching strategies

Staff will:

- make sure pupil are clear about the purpose and audience for their writing;
- point out the differences between speech and writing;
- help pupils use appropriate level of formality;
- give pupils model texts before asking them to write;
- show pupils how to organise writing using planning frameworks, graphic organisers;
- support extended writing with frames and key connectives to link ideas;
- ask pupils to evaluate, correct and redraft their writing.

13. Monitoring

This policy will be regularly reviewed to meet the needs of pupils in our care. The Vice Principal for Personal Development, Behaviour, and Safety will review this policy annually in liaison with the Inclusion Team. This policy will be approved by the school Aim Board.

Key Staff

Vice Principal; Head of Faculty – Inclusion; Head of Faculty – English & Literacy.