

English as an Additional Language (EAL) Policy Ranby House

School Tier: Ranby House (EYFS – Y6)

Related Policies:

Aims

Our Aims

- 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.
- To plan and teach lessons using learning styles most appropriate to EAL learners.

Guidelines

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- 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.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To ensure that language and literacy are taught within the context of all subjects.
- 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.
- To actively liaise with parents to help them to support their children's learning.
- 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.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

What is EAL?

The term EAL (English as an Additional Language) is used when referring to children where the main language spoken at home is not English.

We use the PATOSS stage model for Language Acquisition: (See Appendix A)

1. New to English (Beginners)

A child may:

- Use first language for learning and other purposes
- Remain silent in the classroom
- Copy/repeat some words and phrases
- Understand some everyday English expressions but have minimal or no English literacy
- A child at this stage needs significant support.

2. Early Acquisition (Beginners to intermediate)

A child may:

- Follow day-to-day social communication in English
- Begin to use spoken English for social purposes
- Understand simple instructions and follow narrative/accounts with visual support
- Develop some skills in reading and writing
- Become familiar with some subject specific vocabulary
- A child at this stage still needs a high amount of support

3. Developing Competence (Intermediate)

A child may:

- Participate in learning activities with increasing independence
- Express themselves orally in English but structural inaccuracies are still apparent
- Require ongoing support in literacy, particularly for understanding text and writing
- Follow abstract concepts and more complex written English
- A child at this stage requires support to access the curriculum fully

4. Competent (Advanced)

A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum
- Read and understand a wide variety of text
- Written English may lack complexity
- Demonstrate evidence of errors in grammatical structure
- A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

5. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment

At Ranby House, we believe that it is important to build up a profile of the learner to gain a broader picture. The following information is sought, recorded and shared with the relevant staff:

- **English language background:** Has the learner had any prior English language input? Does the learner have any qualifications in English language from their home country?

- **Previous education:** How much previous education has the EAL learner had? Have there been any gaps or interruptions in their education? What are typical teaching styles and expectations in the home country? What expectations were there with regard to parental involvement? What was the learner's attainment at their previous school?
- **Language and literacy practices:** What languages are spoken at home? Are these languages spoken by the EAL learner? Who speaks which language to whom? Are there other families nearby that share the EAL learner's language?
- **Family circumstances:** Who is the EAL learner living with? What is the family situation? Are there any circumstances the school should be made aware of?
- **Religious and cultural considerations:** Are there any dietary needs to take into account? Are there any issues regarding clothing and changing for PE?
- **Home language assessment:** It is recommended, if possible, to arrange for a Home Language Assessment which will give a much fuller picture of the learner, especially when used alongside other methods

We have adopted and seek to embed The Bell Foundation's EAL assessment framework. Such a framework can be used to determine what a pupil can do, enable identification of needs and individualisation of learning, so as to inform curriculum provision and promote potential development.

The Bell Foundation's EAL Assessment Framework for Schools provides a set of standards to assist schools in establishing English language proficiency. It has been designed to support teaching and learning by enabling practitioners to generate targets to guide individual learner progress. At its core are a set of descriptors that can be used for both summative and formative purposes. The Framework can be used as a road map for progress, to check pupil performance and to inform planning. EAL proficiency can be assessed at the end of an academic year or Key Stage through tasks that tap into the knowledge and skills identified in the Framework's descriptors.

In the Early Years, teachers complete a baseline assessment for all children and use these results to plan appropriate interventions for their EAL children.

EAL coordinator role

The role of EAL coordinator at Ranby House falls under the remit of our SENDCO/Learning Support Unit Lead. It is their responsibility to develop the quality of provision for EAL children and to contribute to raising the educational achievement of children with EAL by working collaboratively with teaching and support staff.

- To represent and promote the needs of EAL children.
- To advise teachers about the development of EAL strategies, planning and assessment.
- To develop and maintaining assessment procedures.
- To support staff with EAL interventions.
- To be aware of which children are EAL beginners and provide sufficient support for them.
- To keep register of EAL children up-to-date as part of our school context.

SEN (Special Educational Needs) Pupils

EAL children identified as SEN are given sufficient support through pupil passports and individual targets (see SEN policy).

MA (More Able) Pupils

EAL children identified as More Able are given extensions and challenges within their curriculum to ensure they are making sufficient progress.

Teaching and Learning

In Early Years, teachers plan and support EAL learners in the following ways:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults, such as storytelling and role-play.
- Building on children's experience of language at home by communicating with parents effectively.
- Providing support to expand children's simple vocabulary in English.
- Providing a range of learning through play opportunities for EAL children to develop their communication skills.
- "For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development as home" EYFS Statutory Framework Jan.2024.

In KS1 and 2, teachers plan and support EAL learners in the following ways:

- Providing inclusive classroom environments which promote cultural differences.
- Endeavour to build 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.
- Children learn independently, as a whole class, in pairs, in groups and in collaborative activities to improve their communication skills.
- Recognising that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Ensuring that key vocabulary is repeated and understood by repeating vocabulary meanings.
- Explaining how speaking and writing in English are structures for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Visual resources are frequently used across the school to support EAL learners, for example, visual timetables and using pictures for resources.

Appendix 1: 5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION – support material

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 ◆ 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 ◆ 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"> ◆ 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 	<ul style="list-style-type: none"> ◆ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors ◆ Has a wide vocabulary with more use of abstract words ◆ Some vocabulary gaps still evident ◆ Usually copes with a wide range of verbal input from a variety of sources 	<ul style="list-style-type: none"> ◆ 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"> ◆ Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> ◆ Reads adequately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> ◆ Reads and understands a wide variety of texts but struggles with suitable nuances of meaning 	<ul style="list-style-type: none"> ◆ Is a fluent reader of English 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"> ◆ Can produce small amount of independent writing with support from teacher/peers ◆ Has limited awareness of grammar ◆ Uses basic punctuation, e.g. capital letters and full stops ◆ Is becoming aware of simple spelling patterns ◆ Uses basic vocabulary 	<ul style="list-style-type: none"> ◆ Strives towards more developed pieces of writing for a range of purposes ◆ Demonstrates a growing awareness of grammar but continues to make mistakes ◆ Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation ◆ Is producing improved spelling for a wider range of words ◆ Is developing a wider range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes competently for a range of purposes ◆ Writing contains only occasional errors in grammar ◆ Generally uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ◆ Spells most words correctly ◆ Uses a wide range of vocabulary 	<ul style="list-style-type: none"> ◆ Is a fluent writer of English in a full range of situations
<ul style="list-style-type: none"> ◆ Needs a considerable amount of EAL support 	<ul style="list-style-type: none"> ◆ Needs a significant amount of EAL support to access the curriculum 	<ul style="list-style-type: none"> ◆ Requires on going EAL support to access the curriculum fully 	<ul style="list-style-type: none"> ◆ Needs some/occasional EAL support to access complex curriculum material tasks 	<ul style="list-style-type: none"> ◆ Operates without EAL support across the curriculum

