



(EAL) English as an Additional Language Policy



Sponsor

A Vickers

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Linked Documents

[Equality Policy](#)

[EAL Action Plan](#)

[Classroom Strategies for EAL Learners](#)

[Safeguarding Policy](#)

[Induction procedures](#)

I. Context

Charlton has a number of policies which have relevance to the teaching, learning and well-being of EAL learners. Foremost of these will be the **Equality and diversity policy, the behaviour for learning policy and the teaching and learning policy**. Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

At Charlton we are committed to promoting and encouraging the speaking and learning of community and heritage languages as well as English.

During the development of the policy we considered the following questions¹

- What will the school do to ensure that all learners of English as an additional language receive good teaching of English at the right level to enable them to make good progress?
- What will the school do to promote and value the learning of community and heritage languages? For example, are GCSEs and other qualifications available?
- How will the school respond to the need for bilingual learners and their families to use and maintain their home (first) languages? For example, can bilingual stories and books be used? Are dual-language dictionaries available?
- How will the school enable effective communication with the families of its EAL learners? Are letters home translated? Are there interpreters available for meetings and parent consultation events?
- What will the school do to ensure that all learners have full access to the curriculum and are able to reach their academic potential?
- What are the responsibilities of **all** staff in relation to developing the language and literacy of EAL learners across the school?
- What are the additional responsibilities of EAL specialist and bilingual support staff?

At Charlton School, we are excited that 16% of our current cohort are EAL (September 2022). This is nearly 200 students and is still growing. The languages spoken are diverse and they include: Romanian, Spanish, Hausa, Panjabi, Urdu and Bulgarian. Students in our school are all at different stages of English Language Proficiency and some are proficient in two or three languages. An EAL Register has been carefully devised which includes e.g. Ethnicity, Languages spoken, SEN needs, Pupil Premium and English Proficiency Grades.

- Some EAL Learners are isolated learners and may be the only speaker of their language in their class or school, while others belong to much larger language communities.
- Some pupils have attended school and are literate in their home language on arrival whereas others may have had no previous formal education.
- They have differing levels of English
 - Some pupils are new to English
 - Some have developed conversational fluency, but will still require more support with the more academic demands of the curriculum
 - Some have very well-developed skills in listening, speaking, reading and writing in English and do not require any additional support
 - Some children may have experienced trauma, which will have an impact on their learning.

Information is gathered about:

- Pupils linguistic background and competence in other languages
- Pupils previous educational experience
- Pupils family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is A Vickers.

2. EAL Definition

The DfE's definition of a pupil's first language is described as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded (on the census), irrespective of the child's proficiency in English.

This includes:

- International New arrivals (INA) whose first language is not English including students who may be Asylum Seekers.
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also use another language at home.
- Pupils who were born in the UK, but for whom the home language is not English
- Advanced bilingual learners (ABL)
- Gifted and simultaneous ABL's, (those learning 2+ languages from birth)

3. Policy purposes 3

- 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 all EAL pupils reach their full potential.

4. School Procedures

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. 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.
3. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
4. To use key visuals and other strategies to support children's access to the curriculum.
5. To ensure that language and literacy are taught within the context of all subjects.
6. 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.
7. To actively liaise with parents to help them to support their children's learning.
8. 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.
9. To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
10. To seek first language assessment to ensure the accurate identification of SEN.
11. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
12. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
13. To celebrate multilingual skills and promote linguistic diversity with all pupils.

5. National EAL proficiency levels

There are 5 national EAL proficiency levels divided into 5 sections. Students at Charlton are assessed annually using the assessment tool prided by the Bell Foundation. Identified students are then enrolled on a programme with Flash Academy which gives a detailed ongoing analysis of progress in listening, reading, speaking and writing against the national EAL proficiency levels.



English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

Teachers should select the 'best fit' and use their assessment of the proficiency level to inform differentiated quality first teaching in their classroom practice.

An effective assessment framework supports:

- Appropriate target setting
- Tracking and monitoring of progress
- Identification of strengths as well as needs
- Putting effective inclusive strategies in place
- Making links with curriculum
- Distinguishing language needs from conceptual/content issues
- Orientation (Where do we start? What are we aiming for?)

6. Supporting the EAL Policy

Whole school language development

The best context to acquire both curriculum knowledge and subject specific language is in a mainstream lesson, and EAL learners should always be placed in the highest ability set possible. However, new arrivals may need a curriculum-focused induction period and intensive language support in the early stages, while any proficiency group may benefit from additional in-class interventions and/or booster classes with a specific language focus to support their curriculum learning.

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?

The role of class teachers is to:

- 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.

Language and literacy experiences of EAL learners

- 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 to access the curriculum in any language.
- 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 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. Key Principles of additional language acquisition

- EAL learners are entitled to access the full National Curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed it must be made explicit.

- Language is central to our identity. Therefore the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- 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 more complex and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks (vocabulary, structures, and textual organisation) need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

7. Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 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 in the early stages, although our aim is to enable full access to the curriculum for all learners, therefore timing of any intervention should be carefully considered.

8. Advanced bilingual learners

Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.

There are two types of bilingualism.

- Simultaneous early bilingualism refers to a child who learns two languages at the same time, from birth. This generally produces a strong bilingualism, called additive bilingualism. This also implies that the child's language development is bilingual.
- Successive early bilingualism refers to a child who has already partially acquired a first language and then learns a second language early in childhood (for example, when a child

Advanced bilingual learners benefit from specific vocabulary instruction with a focus on tier 2 and tier 3 vocabulary. Tier 2 vocabulary refers to vocabulary they may encounter in a range of their subjects and words that might have different meanings depending on which subjects those words are being used in, for example, factor in Maths means something different in Geography as it does in English.

Tier 1: Very common everyday words.

Tier 2: More formal words that may be used in any subject (e.g. method, evaluate, neutral).

Tier 3: Technical or specialist words, often specific to one subject (e.g. photosynthesis, cosine, metaphor).

9. Classroom Strategies for EAL learners

Strategies to support EAL learners focus on the key areas of learning through talk, learning from text and learning through writing. The key principals are detailed in this section.

- 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 students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our every day speech into formal, written texts.

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

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

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

- 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

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

- Make sure pupils 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

In addition to those above more specific strategies can be found in the accompanying document to this policy 'classroom strategies for EAL learners'. Following individual assessment the relevant strategies are shared on teaching companion (internal communication software) to support learners each stage of language acquisition from New to English through to Fluency.