CHEPSTOW HOUSE

All School Policy
Policy for
EAL

September 2024 – August 2025

Policy Reviewed by Clare Chase

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Signed: Clare Chase

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This Policy was created 2009 and has been reviewed annually since.

Chepstow House
Policy for EAL

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

INTRODUCTION

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of children at Chepstow House School generally speak two languages and English is not always the principle language spoken at home. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

AIMS AND OBJECTIVES

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of diversity, equality, fairness and justice for all through the education that we provide in our school. We aim to:

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To support access to a broad early years curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support as appropriate.
- To integrate new children into the school in order to ensure that they gain access to the curriculum and academic achievement.
- To use school, borough and government resources effectively to raise the attainment of children for EAL children.
- To identify and make maximum use of opportunities for modelling fluent use of English.
- To provide opportunities for children to practise and extend their use of English, whilst also respecting any mother tongue languages the child may speak.
- To encourage and enable parental support.

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. This is in line with the requirements of the Equality Act 2010.

TEACHING AND LEARNING STYLE

Clear assessment of the level of second language acquisition is taken on entry to the school, to inform planning and target setting. This enables planning based on teachers' and support staff's knowledge of successful strategies for supporting EAL learners (see Appendix 2)

At times this might require:

- Differentiated teaching at individual or small group level. For example, giving instruction on key vocabulary for a lesson in advance.
- Employing role play to consolidate what pupils have learned from teacher talk.
- Providing an opportunity for pupils to demonstrate understanding of a topic with a labelled drawing instead of written text.
- Teaching strategies which encourage talk and participation, for example, collaborative paired or group work. These activities develop self esteem and result in a greater likelihood of pupils developing oral language.
- An inclusive multicultural ethos, where difference is seen as being normal and is celebrated.
- The pupil's background is reflected in both the school environment and in the curriculum.
- Grouping EAL learners who share the same home language.

In our school teachers take actions to help children who are learning English as an additional language by various means:

- recognising the child's mother tongue, and making it clear that speaking in their home language can be a positive part of the learning process
- giving newly arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence increased
- viewing the cultural differences brought by the pupil to the class as a bonus, and using this in the teaching process
- having high expectations; expecting pupils to contribute with more than one-word answers
- using teaching strategies that do not allow any racist comments or jokes
- allowing support from bilingual parents, volunteers or other professionals to develop children's understanding and vocabulary
- assessing the work of pupils learning EAL in relation to the national curriculum standards and expectations as early as possible in their school career

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used
- ensuring that there are effective opportunities for talking and that talking is used to support writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- 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

When planning and assessing teachers have access to a list of questions outlining key areas/strategies.

CURRICULUM ACCESS

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. We do not generally withdraw children from lessons to receive EAL support. The language support is in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times with the Teaching Assistant in order to help increase vocabulary or to address a particular language or learning focus. Curriculum access is otherwise gained through classroom activities that may include:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials.
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

In the EY Stage we plan opportunities for children to develop their English and we provide support to help them take part in activities. The EY Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Providing bilingual support to extend vocabulary;
- Providing a variety of writing in the children's home languages as well as in English
- Providing opportunities for children to hear their home languages as well as English.

ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same;
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;
- Setting targets for improving oracy, speaking, listening, reading and writing;
- Assessing and tracking progress in speaking, listening, reading and writing;
- Initial assessment of children's speaking and listening level of admission to school;
- Identifying and providing resources which support children learning English as an additional language;
- Updating speaking, listening, reading and writing assessments each term

Additional classroom support staff have responsibility for:
- Working with targeted groups to support children's access to the curriculum;
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;

IDENTIFICATION & ASSESSMENT

Information is sought from a number of sources to build a language profile of the pupil and gain a broader picture:

- Information from application form
- Information from previous schools
- Information from parents/guardians

Chepstow House School seeks to embed the Bell Foundation Assessment Framework for EAL children linked to the National Curriculum as a basis for assessment. We carry out ongoing termly recording of attainment and progress in line with agreed school procedures. In the summer term information is handed over to the cohorts' teacher for the next school year in order to identify teacher support for the coming year.

When working on school assessments, if necessary, special assessment arrangements are made for children who are learning English as an additional language.

In the mathematics tasks and tests at Key Stage 1, we may rephrase, translate words or phrases that appear in the assessment materials or that the children use in their responses.

The EAL Assessment Framework for Schools by The Bell Foundation provides a straightforward, easy-to-use assessment tool for assessing learners with English as an Additional Language. At its core are assessment descriptors that can be used for both summative and formative assessment. The descriptors are designed to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide individual progress. The proficiency profile of an EAL learner can vary across the four strands of language use in different curriculum areas (see Appendix 1).

Points to consider:

- The year group-appropriate outcomes of National Curriculum assessments will develop at different rates in different contexts and different subjects. Bearing in mind the five competences of English usage and development, an EAL pupil is likely, for instance, to reach year group-appropriate competence in 'social language situations' sooner than in 'acquiring academic content'.
- It is important to be aware that an EAL pupil who already has good knowledge of a subject in their first language from previous schooling is likely to acquire *age-appropriate* academic content more quickly and 'demonstrate *age-appropriate* learning' than s/he will be in another subject which, for this pupil, comes with unfamiliar content and language demands.

Appendix 1

DfE Proficiency in English scales

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

Strategies for Supporting Pupils with English as an Additional Language

Strategy	Examples
Create an inclusive environment Ensure that the pupil will be able to relate to the classroom environment Access resources from Multicultural Resource Centre and specialist	Display labels and signs in home languages in the classroom and around the school Reflect diversity in visual displays Relate to the pupil's cultural background within the suppliers curriculum and enable the pupil to draw on his/her own experience
Pairing and Mentoring Set up a 'buddy' system as soon as the pupil arrives	Where possible with same language speaker Friendly and out-going pupil Good role model of English, guard against placing EAL learners in groups with pupils with Special Educational Needs If there is a pupil with the same first language in another class make arrangements for them to meet at other times
Practical activities Make opportunities for the pupil to become practically	Distributing equipment Collecting exercise books involved in the classroom, with a partner at first
Visuals Provide as much visual support as possible in a wide variety of formats	Pictures Diagrams Photographs Flash cards Picture dictionaries Computer programs, such as Clicker 4 Television Artefacts Produce a set of picture cards for the pupils to use to communicate needs
Key words Give short vocabulary lists of key words for each unit	Illustrate key words with simple pictures Pre-teach key words before a unit and/or lesson, using a bilingual peer, support assistant or parent Create a glossary book for the pupil to record new words. If the pupil is literate in first language they should be recorded in both languages, with a definition in first language

Strategy	Examples
Key visuals Scaffold learning using key visuals *Key visuals are ways of representing or organising information diagrammatically or in a visual form. Pictures may be included.*	Tables Timelines Venn diagrams Matrix charts Flow charts Pyramid diagrams Mind maps
Dictionaries Offer a variety of types of dictionaries	Picture Illustrated topic glossaries Bilingual dictionaries if the pupil is confident in written first language Common words in English usage (Literacy Strategy) Pupils should be made to feel confident about using a dictionary within the classroom
Talk Opportunities for talk should be planned	A silent 'period' is often a stage of development in learning EAL and a pupil should not be forced to respond It is normal for understanding to outstrip verbal output in the early stages. Create activities for scaffolded talk Use paired discussion, preferably in first language if possible, before commencing written work
Use of first language Encourage regular transfer between first language and English	Show that the pupil's first language is valued, fostering self-respect and motivation Learn a few simple phrases, numbers, colours Provide opportunities for pupils to work in same language groups and pairs If pupils are literate in first language encourage them to continue reading and writing Make bilingual books Bilingual displays Listen to bilingual taped stories Read bilingual books Use home and community languages in drama and role play Ask parents, staff and community members to give bilingual support in the classroom
Language awareness Foster awareness and knowledge of language	Gain a simple understanding of the pupil's first language, simple phrases, basic script form and syntactical differences Pupils should be asked to think about their 'language stories', of their experience of becoming bilingual Teach pupils about the varieties of language within and between countries Study the difference between written and spoken English, between different registers, codes and dialects of spoken English

	Know appropriate use of English in different situations Explain the use of synonyms, idioms, derivations and nuances in both English and first language

Strategy	Examples
Collaborative Activities Plan for regular collaboration with peers	Group tasks facilitate involvement, belonging and the need to experiment with language in order to complete a task
Parental involvement Develop parents' ability to support and reinforce the school's work from home and create an open dialogue for the school to become better informed about the pupil's development	Use interpreter or bilingual Language Assistant at meetings, especially the initial meeting Visit pupil at home with an interpreter Advise parents how to support their child's language development bilingually, for example, sharing picture books in first language Give clear guidance about the British education system and the curriculum