English as an Additional Language (EAL) Policy

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Approved By	Col Andy Thorne
Role	Chairman of Trustees
Signed	

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INTRODUCTION

The term EAL is used when referring to students where the first language at home is not English. This policy sets out the School's aims, objectives, and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

AIMS

- The aim of this policy is to ensure that the School meets 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 Race Relations Act 2000.

- To welcome and value the cultural, linguistic, and educational experiences that students with EAL bring to the School.

- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.

- To encourage and enable parental support in improving children's attainment.

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School.

- To monitor student progress systematically and use the data in decisions about classroom management and curriculum planning.

STRATEGIES

School/Class Ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

- Recognise the child's first language; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult.

- Identify the student's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.

- Recognise that students with English as an additional language will need more time to process and answer both orally and in written format.

- Extra time and support in exams will be awarded if appropriate.

- Allow students to use their first language to explore concepts.

- Give newly arrived students time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).

- Group children to ensure that EAL students hear good models of English.

- Use collaborative learning techniques.

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors, and idioms.

- Explain how speaking and writing in English are structured for different purposes across a range of subjects.

- Ensure that there are effective opportunities for talking and that talking is used to support writing.

- Students are immersed in the language and not withdrawn from lessons.

Assessment

- SIMS records identifies students where English is not their first language.

- Ensure that recording of attainment and progress is in line with agreed School procedures, half termly.

- Non-verbal scores will be taken into account when identifying potential.

Access and Support

- All students will follow the full School curriculum. The School will provide texts and resources that suit the students' age and levels of learning.

- Where appropriate, EAL students will be supported to enable the student to complete tasks with understanding.

ADMISSIONS OFFICER/DATA MANAGER

Responsibilities

Obtains, collates, and distributes to all staff:

- Information on new students with EAL.

- Language(s) spoken at home.

PRINCIPAL

Responsibilities

Ensures that:

- Parents and staff are aware of the School's policy on students with EAL.

- Relevant information on students with EAL reaches all staff.

- Training in planning, teaching, and assessing of EAL learners is available to staff.

- EAL students are discussed and monitored in Departments as a standing item.

- Help sheets for teachers of EAL students are shared with all.

- EAL is co-ordinated via the SEND department.

- Arrange testing where concerns over SEN are raised.

- Give guidance and support to staff within the classroom setting.

- Monitor progress of students with EAL.

- Audit need within the School on a regular basis.

CLASS/SUBJECT TEACHER

<u>Responsibilities</u>

- Be knowledgeable about students' abilities and needs in English and other subjects.

- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping.

MONITORING AND REVIEW

This policy will be reviewed by the Vice Principal (Curriculum and Learning) and the Principal on an annual basis.

Annex A

TESOL TOP TIPS FOR TEACHERS

TESOL: Teaching English to speakers of other languages, the teaching of English as a second or foreign language.

Use lists of key words and specific vocabulary on the board each lesson. You could also produce learning mats for each unit of work. These laminated mats can include vocabulary, diagrams, pictures, charts and tables. They should be designed to act as a starting point for written and spoken activities.

Use pictures as a springboard into discussions.

Wait Times

ESOL students need more than a second or two to process a question and then to formulate and produce a response.

Vocabulary

Teach and practice new words and then recycle them again and again over a period of time. If you recycle new words often enough, the students will remember and be able to use them.

So, if you want to help your students to build up their active vocabularies, remember to recycle new words and phrases sometime after the lesson in which the items first appear. A good rule of thumb is to recycle the items after one day, after one week, after two weeks, after one month and after three months.

Note: Recycling does not have to take up a lot of class time. Each recycling of a set of words may involve just a 5-minute practice activity or exercise or game, perhaps used as an icebreaker at the start of a later lesson.

Focus on Consonants

If you omit the vowels from the brief text below it is still perfectly comprehensible:

Why r y lvng nw? Pls snd m yr pstl ddrss whn y hv tm. Wld lk t snd y cpy f bk tht jst bght.

By contrast, the same text with the consonants omitted is impossible to decipher:

ee ae ou ii o? eae e e ou oa ae e ou ae ie. I ou ie o e ou a o o a oo I u ou.

The comprehension of spoken English also depends largely on the recognition of consonant sounds as opposed to vowel sounds. Think of how regional accents work.

When we work on improving students' pronunciation, we should not spend much time on improving the way they produce vowel sounds. Instead, we should focus on helping them to improve their production of consonant sounds.

Numbers Count!

When you want students to do some free speaking or some oral practice of a grammar form, you may put them into pairs and tell them either to talk about a topic or about a picture that you've given

them. What will normally happen then is that, although a few pairs talk a lot, most students stop after saying just one or two sentences to each other.

So, what can you do to ensure that all the students talk a lot rather than a little?

The easiest way is to include specific numbers in your instructions. So instead of saying "Talk about your home country", say "Tell your partner 6 things about your home country". Instead of saying "Make some sentences from this picture", say "Tell each other 5 sentences from the picture".

Elicit Vocabulary

You want to teach a new vocabulary item, such as the noun "book". You could just hold up a book and tell the students, "It's a book". Or you could ask, "What's this?" In other words, you would elicit the word from the students.

Why do this? There is usually someone in the class who already knows whatever "new" word or idea you want to teach. Letting this student display his/her knowledge is psychologically good for him/her. Also, if nobody knows the word, the students tend to be curious and want to know it; so, they pay attention. This alerts you to the fact that "book" really is a new word and so you need to deal with it thoroughly. On the other hand, if all the students shout out, "Book," you know that you will not need to spend much time teaching the word!

Group and Pair Work

Allow students to speak to each other, try new ideas, vocabulary and problem solving. They will gain confidence and help each other.

The Most Useful Word in TESOL

"Tell me about...."

Annex B

TYPICAL PROGRESS FOR STUDENTS WITH EAL

Remember that for students with EAL they do not necessarily have SEN:

It can take a student up to two years to develop 'social' fluency in English, and up to seven years to fully develop the language needed to access the curriculum.

It is not unusual for students with EAL to go through a 'silent phase' where they do not speak at all in School. This can last for up to six months. It is important not to be too hasty in assuming that these students have SEN, when their difficulties may be a normal part of the process of acquiring another language.

There is no single special test which can show whether EAL students have SEN. Assessments should take into account the student's achievement in all areas, and their particular individual strengths and needs. Also, assessments should not be based on a 'one off' test or situation but be built up over time to give the most accurate picture of the student's needs.

It is essential to obtain as much background information about the student as possible – previous School experience, literacy in their home language, rate of initial language development in their home language. Their development in the home language is a key indicator of whether a student has SEN.

Assessing the student's subject knowledge in their home language will only be valuable if they have used the language regularly for learning in the past and in the subject area being assessed.

When assessing reading ability, it is important to remember that students with EAL may often develop decoding skills but still have limited comprehension of what they are reading. In this situation, again, more time is needed to develop their English language skills.

Students' accuracy in reading aloud at word level is often greater than their ability to understand what they are reading. Therefore, the gap between EAL students and peers whose first language is English is often greater in comprehension than in reading accuracy.

Most students learning to read in a second language show relatively little difficulty in developing word-decoding skills. If a student fails to develop decoding skills over a period this can be significant.

PROFICIENCY IN ENGLISH CRITERIA GRADING

Code	Description
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 student who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed.