

English as an Additional Language (E.A.L)

*A  
Model  
Policy  
For  
Schools*





**ENGLISH as an ADDITIONAL LANGUAGE (E.A.L)**

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## **Contents**

<b>1. Introduction and definitions.</b>	<b>Page 4</b>
<b>2. School Context.</b>	<b>Page 5</b>
<b>3. Our Aims.</b>	<b>Page 6</b>
<b>4. Our Objectives.</b>	<b>Page 7</b>
<b>5. Principles Underpinning this Policy.</b>	<b>Page 8</b>
<b>6. Roles and Responsibilities.</b>	<b>Page 9</b>
<b>7. Admitting New Pupils with EAL.</b>	<b>Page 10</b>
<b>8. Placement in Classes.</b>	<b>Page 11</b>
<b>9. Teaching and Learning.</b>	<b>Page 12</b>
<b>10. EAL Assessment, Recording, Monitoring and Information Transfer.</b>	<b>Page 14</b>
<b>11. Whole School Practices.</b>	<b>Page 15</b>
<b>12. EAL and SEN.</b>	<b>Page 15</b>
<b>13. Home School Links and the Use of Community Languages.</b>	<b>Page 16</b>

## **1. Introduction:**

This policy details our arrangements for recognising and meeting the needs of pupils who use English as an Additional Language. . . . . i.e. pupils who use a home language other than English or Welsh. . . . .

and / or

. . . . who are in the process of acquiring English as an Additional Language through National Curriculum content and the broader life of the school . . . . .

and / or

. . . . have spent a portion of their school careers in education systems that do not teach through the medium of English or Welsh.

Throughout this policy such pupils are referred to as “EAL pupils” or “EAL learners”.

These terms are used to avoid confusion with the term “Bilingual pupils”. In Wales this term has been generally adopted to mean users of both Welsh and English.

2. **School Context:** (delete to match the characteristics of your school).

Approximately 3% of the Powys schools population is from a minority ethnic background.

In our school the percentage of minority ethnic pupils is generally **higher / lower / the same** as for Powys as a whole.

**A minority / The majority** of these pupils have been identified as “EAL pupils” / “EAL learners”.

Our EAL pupils generally have **the same ethnic backgrounds / a small range of ethnic backgrounds / a wide range of ethnic backgrounds.**

Our EAL pupils are generally have **the same home language(s) / different home languages.**

Our EAL pupils are generally **from families who settled in the UK some time ago / families who moved to the UK in the recent past / families newly – arrived in the UK / refugee and asylum – seeker backgrounds / a wide range of backgrounds / families stationed or working here for a set period of time.**

Our EAL pupils generally arrive in this school having had **some exposure to English language and mainstream Welsh / British culture / little or no exposure to English language and mainstream Welsh / British culture.**

Our EAL pupils generally arrive in this school **with no / some / a lot of** prior experience of school.

Our EAL pupils generally arrive in our school with **no / some / well developed** literacy skills in their home language.

### **3. Our Aims:**

To embed **EQUALITY** . . . . .

- We will be pro-active in removing barriers that stand in the way of learning and success;
- Our pupils and their families will be treated with fairness and respect.

To celebrate **DIVERSITY** . . . . .

- We will recognise, value and take account of our pupils' backgrounds, languages, needs and experiences.

To cultivate **COHESION** . . . . .

- We will use the diversity of our pupils to foster a cohesive community of learners in an effective school;
- We will recognise, celebrate and share the achievements of our school, our pupils and our community.

To nurture **BELONGING** . . . . .

- We will provide all pupils with a safe, welcoming, stimulating environment where they are accepted, valued and encouraged to participate and thrive.



## **4. Our Objectives:**

### **Our School's Objectives:**

To ensure that all of our EAL pupils are placed in appropriately planned, mainstream classes and participate in the life of the school.

To assess, monitor, reflect and act on the progress of our EAL pupils' acquisition of English; of their general attainments / achievements; of their attainments in public examinations; of end of key stage / year assessments.

To ensure that our EAL pupils attain National Curriculum levels and public examination grades appropriate to their abilities.

To demonstrate and celebrate the linguistic and cultural diversity of our school.

### **Our Pupils' Objectives:**

To develop the ability to confidently use and respond to spoken English in a variety of learning and social contexts.

To develop the ability to effectively use English to read, understand and produce written texts / scripts.

To develop skills and strategies that will enhance their understanding of English and allow them to express themselves clearly.

## **5. Principles Underpinning this Policy:**

Our EAL pupils are entitled to opportunities for educational success and inclusion that are equal to those of our English / Welsh – speaking pupils.

Well planned, appropriately differentiated lessons in mainstream classes generally provide the best circumstances for acquisition of English by our EAL pupils.

The multilingualism of our EAL pupils enriches our school and our community. We look for opportunities to demonstrate and celebrate this.

EAL pupils are not a homogenous group. Their needs may vary. We provide a range of teaching and learning activities to meet different learning needs and curriculum demands.

To become a fluent English user (i.e. to fully develop cognitive and academic language proficiency) is a long – term process. Pupils’ EAL needs require long – term consideration.

Having a home language other than English or Welsh is not a “learning difficulty” but a potential advantage. EAL pupils are not placed on SEN registers, or placed with SEN groups, unless they have special needs.

## **6. Roles and Responsibilities:**

There is a collective responsibility, held by all staff and governors, to identify and remove any barriers that stand in the way of pupils' equality of opportunity to learn, participate and succeed in our school.

Meinir Wyn Morris is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Meinir Wyn Morris is the member of staff responsible for ensuring that progress and attainment are regularly monitored, assessed, recorded and scrutinised.

Meinir Wyn Morris is the member of staff responsible for bringing the presence and needs of EAL pupils to the attention of colleagues, ensuring that they are placed appropriately within the school and that they have full access to the National Curriculum, public examinations and the wider opportunities offered by the school.

## **7. Admitting New Pupils with EAL:**

We follow the school's usual admittance procedures, and also try to collect the following information:-

- Country of origin;
  - Date of arrival in UK;
  - Pupil's first language;
  - Other languages used in the pupil's home / by the pupil;
  - Pupil's level of literacy in these languages;
  - Pupil's educational background
- names, addresses and contact details of previous schools;
  - number of years of school attendance;
  - subjects studied;
  - any breaks in education;
  - any reports, certificates, qualifications;
  - any additional learning needs.

We normally attempt to contact the pupil's previous school. We do not attempt to contact schools in the country of origin of pupils who are asylum seekers or refugees.

Pupils and parents / carers are taken on a tour of the school and introduced to key members of staff. They are provided with the following:- (e.g. prospectus, timetable, etc)

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Care is taken to ensure we know how to pronounce names, and how to address parents and pupils appropriately.

Staff and Governors with identified roles and responsibilities for EAL pupils are made aware that new EAL pupils have been registered at our school (see "Roles and Responsibilities" section).

As soon as possible after entry the pupil's EAL status and stage are recorded on our data system (as required by PLASC).

## **8. Placement in Classes:**

Pupils need continuity and security when they join our school. We therefore aim to make an early decision about class / teaching group placement, and stick to it.

EAL pupils:

- have access to the whole curriculum;
- are taught with their peers;
- are placed in groups with models of good behaviour and good language (i.e. pupils who are fluent English - speakers);
- are placed in groups with their intellectual / academic peers (i.e. in as high a group as possible);
- are not automatically placed in SEN groups;
- are not subjected to standardised tests (English language versions) in order to place them in teaching groups;
- are not placed in lower year groups. ★

★The placement of KS4 arrivals in a lower year group might be considered in order to provide pupils with a planned route through the key stage and on into post - 16 provision. Such a placement should only be arranged after parents and pupils are made fully aware of the implications and with their informed consent. Powys Schools Service should also be made aware of the decision.

## **9. Teaching and Learning:**

In our school English is the principle medium that we use for thinking, teaching and learning, so it lies at the heart of all that we do.

**All teachers** will pay attention to developing pupil's English and literacy, across the curriculum.

**All teachers** need to remember that a pupil's social English (Basic Interpersonal Communication Skills – BICS, normally acquired in around two years) is very likely to be much more advanced than their academic English (Cognitive and Academic Language Proficiency – CALP).

**All teachers** need to remain aware that our school culture and environment (teaching and learning methods; procedures and routines; expectations and behaviour; modes of address and speaking etc) may be unfamiliar to our EAL pupils and their families.

**Curriculum Leaders / Co-ordinators / Heads of Department** will:-

- develop consistent approaches to teaching and learning in literacy, across the curriculum;
- identify and plan for the teaching of subject specific vocabulary;
- consider the texts and writing genres that pupils are required to use.

**For pupils in the early stages of acquiring English, teachers will**

- provide classrooms and lessons rich in oral experiences;
- enable pupils to draw on their other language(s);
- use / encourage pupil access to translated materials, bilingual dictionaries and translation software;
- allow pupils time to learn and practise new language;
- use visual support (diagrams, maps, charts etc);
- be good language role – models.

**When pupils are learning through speaking and listening, teachers will:**

- ensure good models of spoken English are used to clarify and present ideas;
- use collaborative learning strategies;
- allow “thinking time”;
- encourage students to rehearse answers with a partner, before answering before the whole class;
- allow pupils to complete some assessments orally.

**When pupils are learning from texts, teachers will:**

- make the purpose of reading explicit;
- read aloud to pupils;
- teach pupils how to use text books;
- teach pupils how to transform ideas e.g. from text to diagram;
- prepare and present texts appropriately.

**When pupils are learning through writing teachers will:**

- make the purpose of, and audience for writing explicit;
- provide model texts;
- provide writing frames and key connections;
- include pupils in evaluating, correcting and redrafting.

**All staff will:**

- provide a secure, intellectually – challenging learning environment;
- encourage learner independence;
- encourage the participation of parents / carers.

A range of strategies, appropriate for the five stages of acquisition of English can be found in “**Moving ON, Strategies for Teaching EAL Pupils in Powys Schools**”.

## **10. EAL Assessment, Recording, Monitoring and Information Transfer:**

Our school maintains an EAL register.

Puils' EAL records are located with Class Teachers

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Individual EAL records include:

- Identification of pupil's first language, and any other languages used at home;
- Initial EAL assessment report, including placement on 5 stage model;
- Annually updated EAL monitoring records (sub-stages);
- End of year / key stage assessments;
- Examination results;
- Other exam / test results;
- Any extra provision made for the pupil.

Individual / group / key-stage / whole school ★ progress in the acquisition of English as an additional language is monitored and checked against a model of anticipated progress (see "Making Progress" guidance document)

Data relating to EAL pupils attainment / achievement, and acquisition of English, is shared and discussed with staff, governors, challenge advisors etc.

Up to date EAL information is reported in PLASC.

★ Select according to your school's policy.



## **11. Whole School Practices:**

When appropriate the specific needs of EAL pupils are addressed in the School Improvement Plan (SIP).

When appropriate a portion of the school's Education Improvement Grant (EIG) is allocated to ensure EAL needs are addressed.

Curriculum planning (at all levels) takes account of the learning / support requirements of EAL pupils.

All staff understand their roles and responsibilities for EAL pupils.

EAL advisory, guidance and support resources are available in school.

Staff have opportunities for EAL professional development.

EAL related data is identified, collected and scrutinised. Outcomes from these processes inform whole school planning and provision.

## **12. EAL and SEN:**

In our school a clear distinction is made between:-

- Pupils who are learning English as an additional language.
- Pupils who are learning EAL **and** have special educational needs.

Time is made available for the SENCo and other staff to work together to respond to the needs of EAL pupils with SEN.

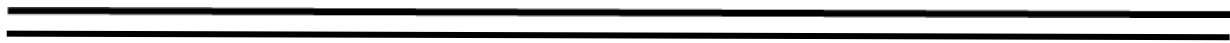
When appropriate / possible we use first language assessments to help ensure special educational needs are identified, and communicated to parents.

### **13.Home School Links, and the Use of Community Languages:**

The school acts pro-actively to remove any linguistic barriers to its information and events.

EAL pupils are given opportunities (when available) to enter for GCSE (and other) examinations in home languages.

The range of languages used by pupils and the local community is reflected and celebrated around the school.



This policy takes account of relevant statutory, Local Authority, Welsh Government and school documentation.