



Ashton House Preparatory School

**ENGLISH AS AN ADDITIONAL
LANGUAGE (EAL) POLICY**

Policy Title:	English as an Additional Language (EAL) Policy
Version:	Aug 24
Policy Summary:	Ashton House School welcomes children from as diverse a range of backgrounds as possible in order to enrich our community. The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English is an additional language (EAL).
Policy Owner:	Wellbeing and Personal Development Lead
Relevant to:	All staff, pupils and parents
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English as an Additional Language (EAL) Policy

1. Introduction

Ashton House School welcomes children from as diverse a range of backgrounds as possible in order to enrich our community. Over the past few years, we have welcomed a small number of children who have needed EAL support. The EAL Policy is reviewed annually by the EAL Leader as part of Ashton House School's monitoring and evaluation cycle. The Wellbeing and Personal Development Lead is the school's EAL leader.

2. Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English is an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

3. Definition of 'EAL'

An EAL child is one whose first language is not English. This includes children who are fully bilingual as well as those at different stages of learning English. They may be:

- newly arrived children from abroad who speak, read or write little or no English
- children or young people from other countries, who may have been educated in an English-medium or bilingual school abroad and are able to read and write fluently in two or more languages
- children who were born in the UK and were brought up speaking and understanding another language at home or in the community. They may now use English most of the time at home and school.

4. Admissions Policy

Ashton House School is an Independent, non-selective, co-educational, preparatory school. EAL applicants are subject to the same admissions procedures as other applicants. (Refer to Admissions Policy).

5. Identification

Pupils will be identified as EAL via parent responses on the *Registration Form* before they join. Observations and baseline assessments will identify the level of the child's language during their initial Reception year. Specific provision may be put in place to support the child in their learning.

If a child joins Ashton House School in an older year group the class teacher will liaise with either the Head of Lower School or Head of Upper School, as appropriate, to discuss appropriate strategies.

The class teacher will also liaise with the parents, involving them in the decision-making process, where appropriate. All relevant staff will be informed.

The EAL Register is updated by the EAL leader and is accessible to all staff.

6. The EAL proficiency stages

EAL pupils will be assessed against the five-point scale of reading, writing and spoken language proficiency outlined below and make a **'best fit' judgement**. In most cases, the class teacher will be able to use their overall knowledge of the child to give a best fit stage.

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

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

N: Not yet assessed

Some consideration needs to be given to the age of the child and expected literacy competence of a monolingual child of a similar age. For children with EAL in Reception and KS1 who have not fully developed literacy in any language, the best fit judgement should be based on their oral competence and rate of progress in developing literacy as hardly any children in that phase of education would be expected to fit into the literacy statements of Codes D or E.

7. Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.
- Teachers should be aware that an EAL pupils' social language (normally acquired in around 2 years) may be much more advanced than their academic language which can take 7-10 years to reach the level of a native speaker.
- A clear distinction should be made between children with EAL and children with Special Educational Needs and Disabilities.

8. Teaching and Learning

In class support:

The approach to EAL provision in Ashton House is that all teachers are responsible for ensuring that learners who are EAL make progress in line with their peers. Therefore, all teachers plan and resource lessons suitable for EAL learners within the class or subject curriculum.

Learners with EAL have a dual task at school: to learn English (language) and to learn *through* English. For this reason, EAL teaching aims to teach English using the curriculum as the context. Specific teaching strategies and resources are therefore put in place to make the lessons accessible to learners who use EAL.

- **Cognitive challenge is kept appropriately high** – high expectations around cognitive challenge is maintained without “dumbing down” of the content.
- **Activating prior learning**
Activities that enable learners to activate their prior knowledge of the topic of the lesson facilitate greater understanding and engagement, e.g., KWL grids, knowledge organisers.
- **Providing a rich context**
EAL learners are provided with additional contextual support to help them make sense of the information conveyed to them in English, e.g., the use of images and graphic organisers, diagrams, grids, charts and timelines.
- **Making the English language explicit in the classroom**
Within the context of the curriculum, learners with EAL are encouraged to notice the language used and understand how it is used. This involves pointing out key forms and structures that allow pupils to meet the language demands of the tasks. Strategies include providing oral and written models and scaffolding speaking and writing through speaking and writing frames.

- **Developing learners' independence**
The independence of learners who use EAL is fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help).
- **Social and cultural norms in the classroom** are made explicit to the learners. Pupils might be used to different rules and codes of behaviour in school in other countries.
- **Supporting learners with EAL to extend their vocabulary**
EAL learners at all levels are given opportunities to grow their English vocabulary range, e.g., using flashcards and images, developing the learner's academic language skills and focusing on the differences between formal and informal vocabulary in English.
- **In addition**
 - Class Planning is shared with support staff and where appropriate include differentiated activities and task matched to individual EAL pupils' needs.
 - Lessons have clear learning objectives and appropriate support and resources ensure that all pupils are able to participate in lessons.
 - Teachers review groupings and pairings regularly to ensure that EAL pupils have access to strong English language models. Teaching staff are also responsible for modelling correct English.
 - Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
 - Children have regular opportunities to be involved in speaking and listening tasks within lessons.
 - Additional visual support such as posters and pictures may be provided to aid understanding.
 - Additional verbal support may be provided such as repetition, modelling and partner work.
 - Scaffolded questioning is used to encourage EAL pupils to answer questions verbally.
 - Reasonable steps are made to provide children with the opportunities to use their home language within school to support their language development at home. For example, encouraging children with EAL in the Early Years to play in their home language.

Extra support:

In class and a small group/1:1 support is available for pupils below a functional level of language (New to English and Early Acquisition). Currently, there no students at this level in Ashton House.

This extra support for EAL learners using can be provided by:

- Specialist EAL teacher/ SENCO
- Teaching assistants (TAs)

- Higher-level teaching assistant (HLTAs)
- Bilingual teaching assistants (BTAs)
- Peer support
- Parents

Specialist EAL teacher/ SENCO:

- joint planning and team teaching of the lesson with a class or subject teacher
- specialist guidance
- designing contextualised tasks and other materials

TAs:

TAs can support learners using EAL in class in a range of different ways, for example:

- Teaching key vocabulary before a topic is taught in class
- Finding appropriate visuals in advance to help learners access the lesson
- Observing learners to feed into the mainstream teacher’s assessment and planning
- Providing language models
- Facilitating group work in class – not necessarily the same group each time. This can be groups that include learners who can provide good models of English
- Supporting learners’ effective use of bilingual dictionaries and/or translation software
- Giving New to English learners an opportunity to rehearse an answer to a question privately before speaking in front of the class
- Role playing with the class or subject teacher to show what the expectations of a task are, e.g. demonstrating and modelling the expected language for group discussion, “What do you think?” “I don’t really agree with that because ...”

Peer support

- making friends and feeling welcomed
- paired reading
- Talk Partners and Think Pair Share
- Pairing learners who share a first language, so they can discuss a topic in more depth
- Peer mentoring
- ‘Buddying’ systems for induction of new arrivals

9. Planning, Monitoring and Evaluation

- The class teachers and specialist teachers are aware of the EAL pupils they teach and plan appropriately.
- Through observations and assessments, staff monitor how an EAL pupil's language is developing and notify the Head of Lower/Upper School and the EAL leader if they have any concerns.
- Observations of specific EAL pupils are carried out by the EAL leader. This may result in recommendations of additional strategies that could be used to support the EAL student in class.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

10. Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils who need additional support do not have SEN
- Should a SEN be identified, EAL pupils have equal access to the school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to the school provision.

11. Parental/Community Involvement

We provide a welcoming admissions process for the induction of new pupils and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL pupils.

- Parents can assist with daily reading / discussing topics covered in school in English as well as in a shared first language

12. Staff Development

Staff will be able to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.

13. Concerns/Complaints/Further Advice

Any concerns regarding the EAL Policy or the provision made for children with EAL should be addressed to the class teacher. If they are still not satisfied they should make an appointment to see the relevant Head of Lower/Upper School and subsequently the Headmaster.