



Willow Bank Infant School

English as an Additional Language (EAL) Policy

Approved by	FGB
Review Period	Three Yearly
Approved	January 2022
Next Review	January 2025

Our aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Willow Bank Infant school, at least 15 languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need. We are committed to providing appropriate support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL Learner: "First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become" DFES Guidance 2007.

Bilingual Learner: "Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages" DFES Guidance 2007

Advanced Bilingual Learner: "Advanced Bilingual learners are 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 the language background" DCFS 2009.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programme of study 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, but 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.
- 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 deeper and more detailed, 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 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.

Assessment

- All EAL pupils are assessed in line with the school's assessment procedures within the first three weeks of their arrival to Willow Bank School.
- EAL pupils will also be assessed against The DFE's five point scale, with a final 'best fit' judgement'.
- Staff have the opportunity to discuss pupils' progress, needs and targets with members of the SLT at pupil progress meetings.

The DFE's five point scale

Codes

A: New to English

The pupil may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- 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

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary
- Still needs a significant amount of EAL support to access curriculum.

C: Developing competence

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.
- Requires ongoing EAL support to access curriculum fully.

D: Competent

The pupil may:

- Have oral English developing well, enabling successful engagement in activities across the curriculum
- Read and understand a wide variety of texts
- Have written English which may lack complexity and contain occasional evidence of errors in structure
- Need some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

- Need some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent

The pupil can:

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.
- Operates without EAL support across the curriculum.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers. At Willow Bank, we place great emphasis on 'Talk for Writing' activities, which underpin the development of language for oral and written communication.

Pedagogical Approaches

Communication is the main principle for EAL pupils in all lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and forms. Visual resources are used to aid their learning.

Strategies Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.

- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists, writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities
- Allow students to do some assessment orally
- Scribe work for students e.g. ask the child to verbally tell a story
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

International New Arrivals (INAs)

We define new arrivals as children who have not had a consistent education in this country for the past year. We have an initial pupil profile that is sent home to families to gather information on the child. The class teachers and the EAL lead monitor the settling-in period closely, to enable a smooth transition for EAL pupils joining our school. We give the child three weeks to settle into school before completing an initial assessment.

Parental Involvement

We work with parents/guardians to ensure a smooth transition into school, at entry, our initial pupil profile, helps to find out details about the children's past school experiences, their preferred methods of learning, their previous exposure to English, and likes and dislikes. We believe that this interview is vital to enable us to help the children settle into their new environment as smoothly as possible. We keep in regular contact with the parents and support the use of translators where possible.

Key Principles for INA new to English

- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued.
- Where possible use other pupils/ adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL pupil works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English speaking role models.

- Use as many visual prompts as possible and communication friendly practices.
- EAL learner will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary.
- Supply plenty of opportunities for hand on (kinaesthetic) learning such as role play, games and visits.

Strategies for working with children new to English

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

Successful criteria for a INA

End of Week 1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school meal times
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week 3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- to be settling to tasks in the classroom
- to be playing with others in the playground

End of first term

- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work / play without constant adult supervision

- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner