



The Royal School

Wolverhampton

English as an additional language (EAL) Policy

Author	Louise Hale/Jane Kyle
Job title	Vice Principal/Subject leader EAL
Date	September 2023
Version no.	7
Review frequency	Annually
Approving body/committee	Data, Standards and Achievement Committee
Date approved	
Governor signature	
Target audience	Teaching staff, parents

English as an additional language (EAL) Policy

English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a second language (ESL or E2L) is inappropriate and should not be used. The term English for speakers of other languages (ESOL) is generally used in post-16 provision. The term English as a foreign language (EFL) refers to students studying English overseas or in this country for a specific purpose. It should not be used as an alternative term for EAL.

Aim

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL and so to raise pupil achievement. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL learners have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Purposes

- To enable each student to acquire the language skills needed to live and work in the school's multi-cultural community and to feel at ease using English both inside and outside the school.
- To enable each student, by the acquisition of these skills, to have parity of esteem amongst his/her peers and equal access to the curriculum.
- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- Students who are not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To actively liaise with parents to help them to support their children's learning.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners.

Whole school language development

- Language is the main medium that we use for thinking, learning and teaching so it is at the heart of the school.
- Language and literacy are best taught within the context of the subject.
- All teachers need to give attention to language and literacy development in their own subject.
- Subject areas need to take account of the range and complexity of tasks in their subject, so that they create a curriculum that gradually develops the literacy skills needed for external examinations.
- All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support students to develop oracy and literacy appropriate to their subject.
- In writing schemes of work and medium term plans, teachers should consider the following questions:
 1. What opportunities are there to explore ideas orally and collaboratively?
 2. How can teachers model the key subject language needed?
 3. What specialist vocabulary do students need in order to understand new concepts and how can this be presented to them in an accessible way?
 4. What range of texts do students need to read and how can their reading be scaffolded to support learners with diverse needs?
 5. What types of written tasks do pupils need to carry out and how can these be framed to support students at different levels?
 6. Are lessons planned to ensure that the language or learning support teacher has a clear role in developing literacy?

The role of subject teachers is to:

- develop consistent approaches to learning and teaching in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for learning and teaching of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

Beginner EAL learners

- It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Students who are new to English will be integrated into mainstream subjects most of the time.
- This enables them to;
 - develop oral fluency quickly
 - immediately feel part of the school
 - develop language in context
 - experience their full curriculum entitlement
 - Additional support in class and some small group literacy teaching will be offered by the EAL team. Students will not be withdrawn from Maths or practical subjects where they can usually make good progress whatever their language level.

Identifying EAL pupils who may need academic help

- Most EAL learners needing additional support do not have SEN .
- Should SEN be identified, EAL learners have equal access to the school's SEN provision.
- If EAL learners are identified as Able, Gifted and Talented, they have equal access to the school's provision.
- Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained by the Admissions Department in advance of a pupil's arrival. This is done on the basis of test results and reports from the pupil's previous school.
- However, following their arrival at the school, the usual ongoing assessment of a pupil's academic progress may indicate a need for EAL support. In addition, requests at any time for EAL support from a pupil, their parents or by a pupil's teacher/tutor are always taken into account.
- Once a potential EAL pupil is identified, further assessment takes place and lessons can then be arranged as appropriate.
- Lessons are conducted either on an individual basis or in small groups based on timetable constraints and pupil numbers.
- The EAL provision is through necessity very flexible in order to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching.
- Teaching assistants support students and teaching staff by pre-teaching topic areas where needed
- We endeavor to ensure that our lessons maintain pace, variety and challenge, encourage active learning and are appropriately differentiated

Language and literacy experiences of EAL students

- Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or talented; others will have learning difficulties and/or disabilities.
- Some students already have good language and literacy skills in two or more languages
- Some students are beginner EAL learners have never learnt to read or write in any language.
- Some students may be new arrivals in the UK and their journey here may have resulted in trauma related emotional issues and needs
- Some students have missed some or all of their primary education and have not fully developed the language and literacy skills needed for secondary school.
- Some students have statements of SEN with language or literacy needs
- All these diverse groups benefit from teaching that develops their language and literacy.
- As students progress through the school, the language and literacy demands of the curriculum increase and students need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences. Some of these genres are familiar from primary school, for example narrative writing in English or explanations in science. Secondary school subjects have a wider variety of written genres and these need to be explicitly taught.

Developing language and literacy skills

In order to be fully literate, students need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use teaching assistants to support discussion groups
- Use teaching assistants to provide pre-teaching of topic words needed to access the subject matter
- Make the purpose of reading explicit
- Read aloud to students
- Teach students how to find their way around text books and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Ask students to transfer information from text to diagrams
- Encourage and show students how to use the library for research and pleasure
- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities
- Make sure students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality
- Give students model texts before asking them to write
- Show students how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask students to evaluate, correct and redraft their writing

Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Resources

EAL learners have access to appropriate materials such as paper or electronic dictionaries/translators and key word lists. We recognise the value of visual support (e.g. websites, maps, ICT and story props) and build this into our planning. The department also provides access to an online EAL learning tool, Flash Academy, to those who would benefit from its use in order to support fluency in English vocabulary at school and home from Primary through to Secondary. Flash Academy is age appropriate, develops everyday and curriculum English progressively, recognises and teaches through 45+ home languages. Once students are enrolled, it is accessible on smartphones, tablets and PC/laptops.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers if appropriate.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of EAL learners in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Equal opportunities

- The department is firmly committed to providing a learning environment based upon equality of opportunity, freedom from discrimination and the implementation of initiatives to support all students in reaching their full potential irrespective of race, gender, religion, beliefs, economic background or disability. These policies will be promoted actively in all areas of the department's work.
- The department has a strong pastoral role. Any problems or incidents which might arise are dealt with promptly and sensitively. This might be through counselling on an individual basis, group discussion or following the whole school's Referral System – or a combination of these approaches – according to what is felt to be most appropriate.
- Whilst it is made plain that discriminatory behaviour of any kind is not acceptable, the department recognises that some policies and those of the school may, initially, in this respect, seem alien to students whose own culture might differ.
- Whilst upholding and respecting students' differing beliefs, the department believes the best way forward is to work sensitively, in the ways indicated, towards enabling students to gain greater awareness and understanding of diversities – and that through example, discussion, the study of other cultures and group and individual counselling where necessary and appropriate, its aims will be realised.