

Cranbrook Education Campus

English as an Additional Language (EAL) Policy



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Introduction

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out Cranbrook Education Campus' aims, objectives and strategies with regard to the needs and skills of EAL students.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Cranbrook Education Campus.
- To ensure strategies are in place to support pupils with EAL.
- To implement Academy-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfill their academic potential.

Objectives

- To provide a welcoming atmosphere for newly arrived pupils with EAL.
- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To gather accurate information regarding children's backgrounds, cultures and abilities.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To use all available resources to raise the attainment of pupils with EAL.
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maximise opportunities to model the fluent use of English.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

- There will be a positive and effective language ethos at Cranbrook Education Campus:
- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between the Inclusion Team and subject departments to discuss language development within the structure of lessons.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.

- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- Assess the student's fluency level as soon as possible.
- Show differentiated and scaffolded work for EAL students where appropriate.
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- Have high expectations, expect students to participate in all classroom activities/tasks.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks.
- Recognise that EAL students need more time to process answers and to complete extended work.
- Allow students to use their mother tongue to explore concepts when appropriate.
- Give newly arrived students time to absorb English, bearing in mind that there is a "silent period" when those new to the language understand more English than they use.
- Group students so that EAL students hear good models of English.
- Use collaborative learning techniques to encourage oracy.

Roles and Responsibilities

The EAL Co-ordinator will:

- Arrange the induction of newly arrived pupils.
- Assess EAL students on entry and share the information with subject teachers.
- Arrange appropriate interventions differentiated for the varying needs of our EAL learners.
- Monitor the progress of our EAL students.
- Share strategies for supporting EAL students through CEC's CPD programme.
- Exploring various possibilities to ensure important information is shared with parents.
- Aid staff in effective communication with parents and finding translators where appropriate.
- Encouraging and supporting pupils to maintain and develop their first language.
- Developing relationships between the school and parents of pupils with EAL.

Subject Teachers will:

- Provide a good model of spoken English.
- Ensure the inclusion of pupils with EAL in their classrooms.
- Use data and information to provide differentiated learning for EAL students, including varying modes of recording and communicating information.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Seek support and guidance from the EAL coordinator.
- Track the progress of EAL learners using formative and summative assessment data.
- Grouping pupils in mixed ability groups to develop language skills.
- Bilingual dictionaries and electronic translation devices are available to aid pupils with EAL.

The Senior Leadership Team will:

- Ensure that the language development of pupils is the responsibility of the entire school community.
- Include an oversight and analysis of EAL progress as part of the whole school Quality of Education priorities.

- Ensure diversity will be valued and classrooms will be socially inclusive.
- Organise appropriate CPD focused on the progress and provision for EAL learners.
- Work with the Inclusion Team and the EAL Coordinator to ensure the Academy's culture continues to welcome and value the contributions made by EAL learners to our community.

Initial assessments

After an initial assessment, pupils will be assessed using the following scale:

- 1. New to English**
- 2. Early acquisition**
- 3. Developing competence**
- 4. Competent**
- 5. Fluent**

Arrangements will be made for pupils to be assessed using a recognised EAL assessment tool (for example Babcock or Bell Foundation). We also consider the background information gathered during the initial intake and other important factors that may impact on learning and knowledge. For example:

- Proficiency and achievement in first language
- Prior school experience
- Trauma due to other factors
- Health, physical and other characteristics that may impact learning
- Involvement of parents and carers
- Family and cultural values

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear when appropriate.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.

Appendix 1:

Babcock proficiency in English indicators

<https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/emtas/english-as-an-additional-language/eal-proficiency-assessment>

Proficiency in English	
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.
	Fluent

E

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