



HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

English as an Additional Language Policy

This policy should be read with the following policies, guidance and Government Legislation

Responsibility EAL Subject Leader

Reviewed September 2024

- Equality Act 2010
- Equality Policy GAT
- Special Educational Needs and Disability Policy
- SEND Code of Practice (June 2014)

Aims of the EAL Policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an Additional Language (EAL): therefore, raising pupil achievement and aspirations.

Purpose

- To promote equality of opportunity for all learners for whom English is an Additional Language (EAL).
- To deliver a broad, balanced curriculum which reflects the needs of EAL pupils.
- To ensure EAL pupils reach their full potential.
- To develop rigorous monitoring, evaluating and review systems.

The Context of Hazel Leys Academy

At our school, there are approximately 21 languages spoken in the family home (not including dialects) with 44% of pupils for whom EAL in the nursery and primary academy.

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry using the Language in Common Assessment

A member of the SLT, Inclusion Leader, is nominated to have responsibility for EAL.

Guidelines

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. 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.
3. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
4. To use key visuals and other strategies to support children's access to the curriculum.
5. To ensure that language and literacy are taught within the context of all subjects.
6. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
7. To actively liaise with parents to help them to support their children's learning.
8. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
9. To seek first language assessment to ensure the accurate identification of SEN.
10. To monitor the progress of EAL and analyse findings in the EAL TALE.

The above was adapted from a model policy produced by Bury local authority for its primary schools and adapted by Kick Start Enterprise 2016.

Supporting the EAL Policy

Whole school language development

All teachers will consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium-term plans, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

The role of class teachers is to:

- use speaking and listening strategies to develop subject learning
- plan for teaching and learning 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.

Language and literacy experiences of EAL learners:

- Some pupils already have good language and literacy skills in two or more languages.
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all their education and have not fully developed the language and literacy skills needed for primary school.
- Some pupils have SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy, so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase and pupils 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 which need to be explicitly taught.

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. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences 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 beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners:

- 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)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils 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

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 additional adults to support discussion groups

Learning from text

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

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

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

Teaching strategies

- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

This supporting guidance has been adapted from Stephen Bray work: adapted from British Council EAL Nexus Project, 2015.

Roles and Responsibilities:

Admissions:

School Administrator must obtain, collate and add to SIMS:

- Language(s) spoken at home
- Information on levels from previous school

Teachers:

- To identify and remove barriers that stand in the way of the learning and success of EAL learners and to support language development
- Continue to develop their knowledge and expertise in teaching EAL children
- Planning differentiated work using resources such as scaffolding strategies, dictionaries/translation tools, visual support, time for processing information and responses, concrete to abstract progression and the use of a buddy where possible
- Completion of baseline language assessment (Language in Common)
- Maintaining records in EAL folder

Parental and Community Involvement:

- Providing a welcoming start and induction using buddies where possible
- Use of translation tools
- Identify linguistic, cultural and religious background of children and value this in theme planning and special events such as European Day of Languages, World War II (some of our families will have had a different experience/perspective of this to many parents/relatives in Britain)
- Celebrating and acknowledging achievement of ALL children