

# Kenton College Preparatory School



## English as an Additional Language (EAL) Policy

<b>Audience</b>	<b>Parents, Staff and Governors</b>
<b>Author</b>	<b>Head of Learning Support</b>
<b>Last Review</b>	<b>November 2022</b>
<b>Next Review</b>	<b>November 2023</b>
<b>Related Policies</b>	<ul style="list-style-type: none"><li>• Equal Opportunities</li><li>• Accessibility Policy</li><li>• SEND Policy</li></ul>

## **Introduction and Purpose**

In our school the teaching and learning, achievements, attitudes and wellbeing of all our pupils are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each pupil's life experiences and needs.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, to ensure they achieve the highest possible standards.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

## **Definition of terms**

**EAL** stands for English as an Additional Language and is used to describe a pupil who already knows one or more other languages and is adding English to that repertoire.

**Multilingual** is used to refer to those pupils who had access to more than one language at home and at school during early development and continue to be exposed to this language in the home or in the community. It does not necessarily imply full fluency in both or all of their languages.

At Kenton College, we recognise, value and celebrate the multilingual backgrounds that many of our pupils come from. We are proactive in removing barriers that stand in the way of our EAL pupils learning and success. We do this by meeting our responsibilities to our EAL pupils; ensuring they have equal access to the curriculum (and other educational opportunities) and achieve their educational potential by providing them with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. We promote the principles of fairness and justice for all, through the education that we provide in our school, ensuring EAL pupils receive opportunities for educational success that equal that of all pupils.

## **Assessment and tracking**

An EAL pupil's "proficiency level" in English is identified using the DfE 2016 five-point scale (see box below). Any child who is identified as being EAL is closely monitored by the class teacher / form tutor and the Head of Learning Support and assessed to identify their proficiency level using the criteria below.

<b>New to English</b>	<b>Early Acquisition</b>	<b>Developing Competence</b>	<b>Competent</b>	<b>Fluent</b>
<p>The pupil may:</p> <p>Use first language for learning and other purposes</p> <p>Remain completely silent in the classroom</p> <p>Be copying/repeating some words or phrases</p> <p>Understand some everyday expressions in English but may have minimal or no literacy in English</p> <p>Needs a considerable amount of EAL support.</p>	<p>The pupil may:</p> <p>Follow day-to-day social communication in English and participate in learning activities with support</p> <p>Begin to use spoken English for social purposes</p> <p>Understand simple instructions and can follow narrative/accounts with visual support</p> <p>Have developed some skills in reading and writing</p> <p>Have become familiar with some subject specific vocabulary</p> <p>Still needs a significant amount of EAL support to access curriculum.</p>	<p>The pupil may:</p> <p>Participate in learning activities with increasing independence</p> <p>Be able to express self orally in English, but structural inaccuracies are still apparent</p> <p>Be able to follow abstract concepts and more complex written English</p> <p>Literacy will require ongoing support, particularly for understanding text and writing.</p> <p>Requires ongoing EAL support to access curriculum fully.</p>	<p>Oral English developing well, enabling successful engagement in activities across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional evidence of errors in structure</p> <p>Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary</p> <p>Needs some/occasional EAL support to access complex curriculum material and tasks.</p>	<p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</p> <p>Operates without EAL support across the curriculum.</p>

Until the level of fluency is achieved, we closely monitor and track the progress of these pupils through a termly language acquisition assessment using the EAL Assessment Framework for Schools by the Bell Educational Trust. Through the use of detailed level descriptors, we are able to accurately assess EAL children's language proficiency and track their progression through the five point scale. Half termly Pupil Support Meetings also provide an important opportunity for all relevant staff members to discuss progress of pupils, including those identified as EAL.

## **Curriculum Access**

EAL pupils are added to the EAL register which is a working document accessible by all staff. The EAL register details the pupils' level of English acquisition and the next areas of focus from the EAL Assessment Framework for Schools five point scale.

In our school, teachers take actions to help pupils who are learning English as an Additional Language by various means. These include:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing pupils with an understanding of the phonetic structure of the English language, drawing on parallels that exist with the pupil's first language.
- Providing a range of reading materials that highlight the different ways in which English is used.

- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Using accessible texts and materials that suit pupil's ages and levels of learning.
- Providing support through IT, video or audio materials, dictionaries and translators and visual support materials.

Where pupils are assessed to be in one of the first three stages of language proficiency (New to English, Early Acquisition or Developing Competence) Learning Support may be provided either within the classroom, or withdrawal sessions in small groups or one-to-one with a Learning Support teacher. The support may be used to address a particular language or learning focus and may include:

- Pre-teach sessions with the pupil before teaching input, for example before a whole class session.
- Post-teach sessions following up a whole class or group session to reinforce key language and concepts.
- Addressing gaps in their proficiency as identified through the EAL assessment framework.

Pupils who meet the criteria for examination access arrangements, as stated in the JCQ Access Arrangements and Reasonable Adjustments document, will be provided with the opportunity to use a bilingual dictionary and 10% extra time during examination periods.

### **Roles and responsibilities**

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for reading, writing, speaking and listening.

*All staff have responsibility for:*

- Modelling good use of English, in extending sentences and encouraging pupils to do the same.
- Communicating to pupils that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to pupils that they are expected to listen and respond when someone speaks to them.

*All teachers have responsibility for:*

- Planning work in the context of pupils' stage of fluency and anticipating opportunities for developing use of English in all subject areas.
- Planning a clearly identified focus for each lesson which will aid English language acquisition and is made explicit to the pupils.
- Giving specific feedback in order to improve oracy, speaking and listening, reading and writing.
- Assessing and tracking progress in their subject area including the pupil's development of subject specific language skills.
- Linking Learning Support interventions to classroom teaching.

*Learning Support teacher has responsibility for:*

- Working with individual pupils and/or targeted groups to support pupils' access to the curriculum.
- Developing language learning skills.
- Regularly liaising with the classroom teacher in order to identify necessary areas of focus.

*The Head of Learning Support is responsible for:*

- Coordinating, monitoring and maintaining an overview of the progress and attainment of EAL pupils
- Identifying and providing resources which support pupils learning English as an Additional Language.