

English as an Additional Language (EAL) Policy

February 2022

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Defining English as An Additional Language (EAL)

An EAL pupil whose first language is not English. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages). This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country/school where English is not the first language;
- Born abroad but moved to the UK at some point earlier in childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below using the Common European Framework of Reference (CEFR):

A1:- Silent period/beginner learner

A2: - basic interpersonal communication skills

B1:- socially competent and starting to communicate more effectively in an academic setting.

B2:- satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum.

Introduction

At Wapping High School we celebrate the fact that many of our learners speak more than one language. Some are from well-established communities, whilst others may be new to the language and culture of this country. In our school the teaching, learning and well-being

of all students is paramount and we encourage all students to achieve their full potential. This is achieved through taking into account each child's life experiences and needs. Children who are learning English as an Additional Language (EAL) 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.

This policy aims to raise awareness of the school's duty and to support the planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of individual pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Principles of Learning Support

At Wapping High School we believe in enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential and this forms the underlying principle upon which the provision of support for learning is based and is a core part of the Wapping High values. We create a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. Our whole-school ethos reflects the value placed on inclusion and the respect accorded to all individuals. Support for a variety of needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

Aims for EAL provision

- To create a welcoming and supportive environment which encourages EAL students to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL students and use these to enrich the learning of all students.
- To develop the oral and literacy skills of EAL students so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life. We believe that students learning English as an additional language are entitled to the full Wapping High School programme of study and all teachers have a responsibility to develop the use of the English language within their subject context.

Achievement objectives

- To ensure that all EAL learners participate in and gain access to mainstream and National Curriculum provision.
- To support EAL learners in their acquisition of English language skills across the curriculum.
- To ensure that bilingual EAL learners attain in all subjects at a level appropriate to their cognitive ability.
- To assess and monitor progress in the acquisition of English as an additional language for all EAL learners.
- To provide training for subject/class teachers in strategies that will address the needs of EAL learners.

- To develop home/school/community links and ensure that this is a strength of our community.

Assessment and Competency

It should be recognised that bilingual EAL learners can make rapid progress in acquiring English but also to be fully competent in the use of academic language for learning is a far lengthier process. The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language.

Careful assessment should be undertaken by EAL support staff to ensure that the learning needs of all bilingual EAL learners are met. Other assessments should comply with procedures used for all other students. Care should be taken to ensure that assessment is not culturally biased against students from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups. Care should also be taken when assessing bilingual EAL learners who might also have Special Educational Needs (SEN). The numbers of these students should be in the same proportion as found in the monolingual population.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes 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 languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment.
- 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 and Disability (SEND).

Support:

Students with EAL continue to be monitored and supported in a variety of ways during their time in school. This ranges from in-class support, coaching, online learning platforms and small group interventions between one to three hours a week depending on the individual's competency in English.

We recognise the importance of the role of parents and the need to communicate with them in their first language where appropriate and practical, which is facilitated by our bilingual

staff body. We recognise that although new students usually become conversationally fluent in 2 years, it will take a further 3-5 years at least for them to gain enough academic language to achieve their full potential within the classroom.

Students will be identified on admission and the admissions team will liaise with the EAL lead to assess the learner's competency in English either through a Common European Framework of Reference (CEFR) exam or through a face to face interview as appropriate.

Provision	Identification	Monitoring of Impact
Beginner Intensive A1.1 - A1.2 learners Induction programme Mini group interventions In-class support Digital platforms Chromebooks for KS4	New starters with no English Unable to access the curriculum in most subjects	Induction programme EAL Half-termly reports Re-testing shows improvement
Intermediate A1.3 - A2.3 learners requiring additional support Small group interventions In-class support Digital platforms Chromebooks for KS4	Some difficulty in accessing the curriculum Data indicates attainment issues (Reading age, CATs results with low verbal scores, low assessment scores)	Re-testing shows improvement In-class observations Ongoing formative assessment Analysis of Sisra data and termly reports
Competent B1 learners with residual fluency issues EAL team provide catch-up, exams coaching, support with coursework in relevant subjects	'Stuck' borderline students Teacher recommendation Student request Assessment data	Analysis of Sisra data and termly reports

Roles and Responsibilities

The AHT with responsibility for EAL will lead in the following areas:

- To manage the EAL referral system, ensuring that information pertaining to student needs is collated and disseminated accordingly.
- To manage the provision of additional EAL support, whether 1:1, small group or in class support, and staff the support sessions accordingly.
- To coordinate training for staff in teaching EAL students (see [October 2021 slides](#)), and provide access to [current theory](#).
- To maintain the [EAL Register](#) and update staff as necessary.
- To facilitate the assessment of prospective EAL students.

- To ensure all EAL students have access to online EAL learning platforms.
- To analyse and report to the Headteacher and Governors detailing strengths and areas for development, and outlining any actions and/or plans to address areas for development in EAL.
- To coordinate the dissemination of information to parents for whom English is an additional language.

EAL learners in the mainstream classroom

Teaching staff need advice and guidance on strategies to support teaching and learning in the classroom relating to our EAL students and to produce differentiated resources.

Some of the key features of EAL pedagogy that all teachers are expected to include in their classroom practice are found below and include links to resources from The Bell Foundation.

They can be summarised in this way:

- Make the verbal curriculum more visual (see [Visuals](#)).
- Make the abstract curriculum more concrete (see [Graphic organisers](#)).
- Develop interactive and collaborative teaching and learning styles (see [Collaborative Activities](#) and [Games and Resources](#)).
- Think about the language demands of the curriculum and provide models (see [Modelling](#) and [Speaking and Writing Frames](#))
- Use drama and role play (See [Drama and Role Play](#))
- Provide opportunities for exploratory talk (see [Talking activities](#)).
- Ensure home languages are valued and encourage children to transfer their knowledge, skills and understanding of one language to another.
- Provide opportunities to talk before writing (see [Language drills](#)).
- Support through key phrases and structures rather than key words (see [Scaffolding](#)).
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Pre-teaching by giving children a vocabulary list covering words that they will encounter in the forthcoming lessons. (see [Building Vocabulary](#))
- Using bilingual dictionaries to support in-class and home learning (see [Bilingual Dictionaries Activities](#))

Our teachers ensure access to the curriculum and to assessment by:

- Taking into account the linguistic, cultural and religious backgrounds of families.
- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through computing, dictionaries and readers.
- Using the home or first language where appropriate.
- Ensuring consideration and sensitivity is given to the appropriateness of assessing EAL pupils at the earlier stages of English acquisition. Our teachers monitor progress by:
 - Setting targets for EAL pupils that are appropriate, challenging and reviewed on a regular basis.
 - Ensuring that their planning for EAL pupils incorporates both curriculum and EAL specific objectives.

- Regularly observing, assessing and recording information about pupils' developing use of language and liaising with the EAL team as appropriate.

See [Bilingual Staff Audit](#) for communication support.

Respect

We value and respect the first language of our EAL students and have a designated base (4EAL) providing a range of notices, posters and bilingual dictionaries. Where appropriate, students are actively entered for GCSE examinations in community languages.

See also our [International Policy](#).

Parental and wider school community communication and EAL needs

Aims

At Wapping High School, we believe that parental engagement and connection to school plays a key part in student success. We are committed to supporting parents and carers with their own EAL needs in accessing all school policies, communications and opportunities, as well as assisting them in accessing key services in the local area.

EAL needs definition

'EAL needs' are defined as any parent or carer with English as a second language.

Wapping High School is committed to:

- Welcoming and communicating with parents/carers in their own language where English is a barrier to understanding.
- To ensure that teachers are able to provide communication with parents/carers either via email or phone call in their home language where possible.
- Celebrate global cultural events and invite parents to collaborate in these.
- Supporting parents in accessing local services for language acquisition (ESOL classes, [online learning](#))
- Supporting parents in accessing public pastoral services and [Parental Advice Centres](#) (PAC).
- Organising introductory parental networking groups (inviting parents who speak the same language to information sessions)
- Facilitating access to parents' evenings with EAL Learning Support Assistants and our [Young Interpreters Scheme translators](#).
- Facilitating tours and visits in parent/carer home languages with our Young Interpreters.