



FAIRSTEAD HOUSE

English as an Additional Language (EAL) Policy

Whole school: WEBSITE	Yes
Statutory?	Yes
Reviewed:	November 2022
Next review:	November 2023

Fairstead House School EAL Policy

INTRODUCTION

This policy details the school's arrangements to recognise and meet the needs of pupils who do not speak English as their first language. That is, pupils who have a mother tongue other than English and who are in the process of learning to use English as an Additional Language (EAL) through immersion in the curriculum and the broader life of the school. This policy is a whole school policy and applies to all pupils, including those in the EYFS.

Fairstead House aims:

- to be proactive in removing barriers that stand in the way of our EAL pupils' learning and success;
- to meet our responsibilities to our EAL pupils by ensuring equal access to the academic, co-curricular and pastoral life of the school;
- to provide EAL pupils with a safe and welcoming environment where they are accepted, valued and encouraged to participate.

OBJECTIVES

School

- To ensure that all EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision;
- To ensure that EAL pupils attain academic levels and examination grades appropriate to their abilities;
- To monitor the progress of EAL pupils' acquisition of English, of their general achievement and of their attainment in examinations and assessments;
- To ensure that EAL pupils are given the opportunities for educational success that are equal to those of our English speaking pupils;
- To provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

Pupils

- To gain the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts;
- To gain the knowledge and skills to use English to understand and produce written texts;
- To gain the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Fairstead House School EAL Policy

ADMITTING NEW PUPILS

Nursery

Depending on the age of the pupils an appropriate method of assessment will be used to judge the level of English support which would be required and to determine that progress in other core subjects is commensurate with the pupil's age. A decision will then be taken as to whether a place can be offered.

Fairstead House School

EAL pupils will also be given a test specifically designed to measure their level of English language skills which includes the Password English test and a written assessed piece. Pupils will also have a face-to-face conversation either in person or online with the Head, Deputy, or SENDCo. Following this, if appropriate, offers of a place are made.

Offers of places may be conditional on agreement to specific EAL support at extra cost.

Teaching and Learning

The lessons on offer at Fairstead House focus specifically on the linguistic needs of the pupils by:

- Ensuring pupils' command and control of grammar and language structure is adequate to access mainstream lessons;
- Developing the four academic skills of reading, writing, speaking and listening with particular reference to completing academic tasks;
- Focussing on developing both the active and receptive range of subject-specific vocabulary with an understanding of the social register (both formal and informal);
- Explicit teaching of the conventions and differences of spoken and written English;
- Providing a wide range of reading and listening materials that highlight the different ways in which English is used, with particular reference to understanding specific details for academic study;
- Ensuring that in all lessons there are effective opportunities for using English in speaking activities and that speaking is used to support writing;
- Where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of their mother tongue;
- Supporting language development through formative assessment, focussing on grammatical accuracy, vocabulary range, language complexity and writing genres such as emails, reports, articles and reviews;
- Helping pupils to improve their pronunciation through modelling, drilling and explicit focus on individual words and intonation;
- At all times promoting effective classroom note-taking and presentation skills, revision strategies and exam techniques.

Fairstead House School EAL Policy

Outside lessons, EAL pupils are fully integrated members of the school community with full and equal access to all co- and extra-curricular activities including, but not limited to:

- All school sports, music, drama co-curricular activities;
- Clubs and other co-curricular activities;
- School debating teams, when conducted.

ASSESSMENT OF ENGLISH PROGRESS

When learning in an English-medium environment, EAL pupils' English skills will inevitably develop at different rates and to different levels. Some EAL pupils, once immersed in an English-medium environment, will make significant progress quite quickly and this often reflects learning habits such as reading, listening to and speaking English outside the classroom. Other pupils will struggle to achieve the levels of English necessary to access the curriculum and to become fully integrated into the school community.

It is therefore necessary to sustain a programme of EAL assessment, so that the school can advise parents with confidence on the language development of EAL pupils, with particular focus on whether a pupil has developed, or is likely to develop, the language skills necessary to successfully access the academic curriculum.

Social Integration

It is recognised that language plays a major role in an EAL pupil's ability to participate fully in the spiritual, moral, social and cultural life of the school beyond the classroom. The two key areas which are focused on to aid EAL pupils in this respect are awareness and confidence. Pupils need to be continually encouraged to speak in English as much as possible outside the classroom, but encouragement is also vital in terms of their participation in subject-based discussions. All pupils are encouraged to share their culture and take part in the European Day of Languages.

Staff Awareness and Attitude

It is vital that subject teachers remain aware of the particular needs of EAL pupils within their lessons and subject areas. However, the guiding principle must be that EAL pupils are more able on the SEND spectrum. These pupils are accessing curricula in a foreign country and in a second language and the level of achievement and skill involved in this should never be underestimated. Understanding, praise and support are vital components in helping EAL pupils succeed in any subject area. Likewise, staff should not hesitate to look for support if they feel an EAL pupil is finding their subject area or access to the general curriculum particularly challenging. The sooner the issue is raised, the earlier support can be offered.

Fairstead House School EAL Policy

Encouraging Participation

Teachers should carefully consider EAL pupils' seating positions in class. Encouraging them to sit near the front will improve clarity of hearing. EAL pupils may be very reluctant to contribute verbally in class discussion when native speakers are present. Again, encouraging them to sit at the front will mean that they will not be speaking 'across' native speakers. Any ridiculing of an EAL pupil's verbal contribution should be dealt with swiftly and severely. Gentle targeting of EAL pupils, lots of praise and building on their contributions will all engender confidence in participating in class discussion or offering verbal answers.

Creating a language focus within the classroom will assist EAL pupils. Dedicating a section of a display board to a key topic vocabulary for the lesson or ending each teaching session with a quick vocabulary quiz for ALL pupils will also benefit them; native speakers will probably appreciate the technique too.

EAL pupils are a wonderful resource and teachers are encouraged to use them as such. This will build the pupil's confidence and increase his/her sense of worth and belonging, as well as impress upon native speakers the great wealth of cultural knowledge that is available because of the presence of EAL pupils in their midst.

Pre-teaching and Resources

For most of their lessons they will be taught within mixed ability classes or ability groups/sets but they will come out of their class for their EAL lessons. However, EAL pupils will benefit from being given preparation material prior to lessons. This will not only be of practical use but will also help to engender confidence and participation during lessons. Giving EAL pupils the opportunity to pre-read lesson text is also desirable as they will often read at a slower pace during lesson time than native speakers and will need to consult a dictionary at times.

Whenever possible, teachers should provide EAL pupils with photocopies of text and notes so that the pupils can annotate their copies to aid understanding. The language used in teaching materials should not be simplified, but difficult vocabulary should be accompanied by a definition in parenthesis and pupils encouraged to write it up in their memory books.

During the Lesson

There are several considerations in terms of teaching technique within lessons which need to be focused on when EAL pupils are present. Firstly, board writing needs to be very clear and easy to read. It is important that all staff teaching at Fairstead House give instructions through clarity and communication. All pupils, particularly EAL learners will benefit from:

- Clear written aims and learning objectives on the board and presentation;
- Linking the lesson to the coursebook/scheme of work/exam;
- Appropriate quantity of written text on slides and presentations;
- Use of visuals, diagrams and infographics to support explanation;
- Avoidance of specific cultural examples, especially British ones;

Fairstead House School EAL Policy

- Checking understanding via think-pair-share, think time and mini-white board work;
- Awareness of pace of spoken delivery, use of voice and volume;
- Avoidance of idiomatic, colloquial or overly informal English;
- With particularly difficult vocabulary, pronunciation should be **repeated**, a **definition** given (preferably written on board) and the word should be **contextualised**.

Writing is an area in which EAL pupils may need support and guidance. They will benefit greatly from Cloze Procedure¹ exercises with modelled writing. At the point of introduction of writing different genres, teachers may find it necessary to provide pupils with EAL writing structure templates, which provide topic sentences for paragraphs. This would also benefit native speakers who need writing frames as support.

¹ A **cloze test** is an exercise consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.

APPENDIX ONE - EARLY YEARS FOUNDATION STAGE

English as a Second or Other Language (EAL) and Bilingual Support (BS) Policy.

Fairstead ensures that we are able to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to ensure that they have sufficient opportunities to learn and reach a good standard of English.

Children who speak English as a Second or Other Language (EAL) are entitled to equal access to the whole curriculum and to assessment procedures. Children learning EAL are most vulnerable to poor outcomes at the end of the Foundation Stage and beyond.

We must ensure all children with EAL needs have supported access to the curriculum, children with EAL are not labelled as having Special Educational Needs, bilingualism is seen as an asset and a learning opportunity, and communication with parents is effective. When assessing a child with EAL, their lack of English will not inhibit our understanding of their ability in other areas.

Entering the EYFS:

- During the Pre-Nursery visits record the child's language background and first language skills through 'Parent Information Sheets';
- Check spelling and pronunciation of the child's name;
- Record cultural and religious information at admission, including customs, diet, festivals, worship. Explain that Fairstead House has a Christian ethos but welcomes staff and children from many different ethnic groups;
- Reassure parents that continued use of first language at home will support their child's developing use of the English language, and broaden their potential for learning;
- Wherever possible, work with bilingual staff and pupils to:
 - provide positive role models
 - raise self-esteem
 - provide religious/cultural advice
 - support understanding, concept development and assessment
 - support home-school links

Fairstead House School EAL Policy

Appendix 2:

5-Stage Model, which can be used to judge an EAL child's need

5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION – support material

STAGE A (new to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> ♦ Silent period ♦ Copies/repeats some words and/or phrases ♦ Uses single words or short phrases ♦ Has very basic, limited range of vocabulary ♦ Understands some everyday expressions and simple instructions in English 	<ul style="list-style-type: none"> ♦ Uses spoken English for 'social' purposes ♦ Has limited awareness of grammar syntax ♦ Vocabulary is widening but tends to be related to familiar contexts ♦ Is acquiring some topic/subject specific vocabulary ♦ Follows day to day social communication in English ♦ Understands simple instructions ♦ Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> ♦ Uses spoken English confidently but structural inaccuracies still apparent ♦ Has a fairly wide vocabulary which includes a growing bank of subject specific words ♦ Gives appropriate responses to a wider range of situations without the need for visual support ♦ Able to follow more complex verbal input 	<ul style="list-style-type: none"> ♦ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors ♦ Has a wide vocabulary with more use of abstract words ♦ Some vocabulary gaps still evident ♦ Usually copes with a wide range of verbal input from a variety of sources 	<ul style="list-style-type: none"> ♦ Is a fluent speaker of English in a full range of situations
READING				
<ul style="list-style-type: none"> ♦ Minimal or no literacy in English 	<ul style="list-style-type: none"> ♦ Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> ♦ Reads adequately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> ♦ Reads and understands a wide variety of texts but struggles with suitable nuances of meaning 	<ul style="list-style-type: none"> ♦ Is a fluent reader of English in a full range of situations
WRITING				
<ul style="list-style-type: none"> ♦ Minimal or no literacy in English 	<ul style="list-style-type: none"> ♦ Can produce small amount of independent writing with support from teacher/peers ♦ Has limited awareness of grammar ♦ Uses basic punctuation, e.g. capital letters and full stops ♦ Is becoming aware of simple spelling patterns ♦ Uses basic vocabulary 	<ul style="list-style-type: none"> ♦ Strives towards more developed pieces of writing for a range of purposes ♦ Demonstrates a growing awareness of grammar but continues to make mistakes ♦ Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation ♦ Is producing improved spelling for a wider range of words ♦ Is developing a wider range of vocabulary 	<ul style="list-style-type: none"> ♦ Writes competently for a range of purposes ♦ Writing contains only occasional errors in grammar ♦ Generally uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ♦ Spells most words correctly ♦ Uses a wide range of vocabulary 	<ul style="list-style-type: none"> ♦ Is a fluent writer of English in a full range of situations
<ul style="list-style-type: none"> ♦ Needs a considerable amount of EAL support 	<ul style="list-style-type: none"> ♦ Needs a significant amount of EAL support to access the curriculum 	<ul style="list-style-type: none"> ♦ Requires on going EAL support to access the curriculum fully 	<ul style="list-style-type: none"> ♦ Needs some/occasional EAL support to access complex curriculum material tasks 	<ul style="list-style-type: none"> ♦ Operates without EAL support across the curriculum