

01/07/2021



EAL Policy

English as an additional language policy

Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school and are aware of support from us and in the wider community.
- The school environment celebrates cultural diversity.

Monitoring this Policy

- All staff are responsible for implementing this policy.
The EAL Lead and SLT will collect and analyse EAL data.
- This policy will be reviewed on annually by the EAL leader.

Resources available from EAL lead

- Multi-lingual signs and posters around the school and classrooms, with more available to support first language in relevant classroom e.g. dual language labels and signs.
- Display showing cultural diversity across the school

- Welcome meeting and assessment for new arrivals/new pupils to the school.
- EALHUB resources saved on the staff shared (EAL folder), containing games, picture cards, resources and ideas for supporting and developing language skills that can be used on a 1:1 or small group basis, either as an intervention or integrated into everyday planning.
- Dual language books (kept in the KS1 library)

1.2. Other linked Policies

- English policy
- SEN policy
- Inclusion policy

2. Policy Statement

Red Oaks Primary School currently has 68 pupils (13% of the school) who have been registered by their parents as using English as an additional language. This number includes children whose primary language is British Sign Language but does not include the large number of advanced EAL learners who predominantly speak English, but their families may speak another language at home. Learning an additional language may present a challenge to curriculum access but must not be confused with learning difficulties. This policy is specific to EAL but operates in conjunction with other school Policies and Guidelines.

We recognise that cultural and linguistic diversity is a rich resource for the whole school; this is celebrated through our Global Curriculum. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued, confident and heard through a strong pupil voice. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

2.1. Policy Terms

Teaching and Learning

Pupils learning English as an additional language are entitled to the fully inclusive EYFS and National Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start.

All teachers, supported by the EAL lead, are responsible for building strategies into planning to support the language development of all EAL pupils. Resources for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils. It is key to ensure that there are effective opportunities for talking to support learning, pre-teaching of any new or complex vocabulary and that talking is used to support writing and to enhance language development, evident through planning and observations.

3.0 Guidance and Procedures

Home / School Links

The importance of home/school links cannot be underestimated. Parents need to be encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. A bank of staff, other volunteers and parents has been collated to help support the following areas if required:

- Translation (if necessary) of school reports on pupil progress
- Completion of initial registration forms and home details
- Translation of important information or notifications (if necessary)
- Attendance of parents at teacher/parent consultations
- Mother tongue assessments (if available)

End of year reports will be offered in the child's home language from July 2021 to encourage parental engagement.

Miss Wilson (EAL lead) will offer twice year parent meetings with parents of children with EAL to overcome barriers to both theirs and their child's learning and support them with home-learning requirements.

Integration into the school of EAL pupils

- New pupils should feel welcomed with a special friend and identified to Play leaders and other members of staff at play / lunch times so they are made aware of any linguistic needs.
- The school will ensure a supportive environment with welcome signs around the school in multi-lingual format and encouraging children and families to share their culture, language and religion.
- New arrivals, or children entering Foundation Stage will have an induction meeting in their home language (where possible and if it is needed) and in English to provide a link with teacher and family and gain more knowledge on the child. This is arranged by the early years EAL and Speaking and listening early identification lead. Estelle Hearn.
- For children new to Red Oaks in years 1-6 there is a clear induction process in place to establish any language barriers and what requirements are needed for the children to thrive at Red Oaks. **See induction process.**

Induction Process

- From September 2021 all children new to Red Oaks who are identified on the EAL register will complete an induction process.
- First the office will email Miss Wilson to advise of a new starter. During the first two weeks of the child starting at Red Oaks Miss Wilson will carry out a new arrive form (appendix 1) and a language assessment using the British picture vocabulary scale.

- A teacher or teaching assistant in the child’s classroom will complete a monitoring form (appendix 2), this gives an indication of the child’s confidence and readiness to learn.
- From this information the child will be provided with the correct support for them to begin a successful journey at Red Oaks.

Example of support

Need	<u>LEVEL 1</u> No English	<u>LEVEL 2</u> Intervention required	<u>LEVEL 3</u> Pre-teaching language	<u>LEVEL 4</u> Word banks	<u>LEVEL 5</u> Nothing required
What	Emergency Induction to be carried out by TA (8 session)	Red level from language assessment – pre-teaching, word banks and group intervention	Orange level from language assessment – pre-teaching and word banks	Green level from language assessment –word banks	Purple level from language assessment – working at or above expected
Actioned by and when					

The monitoring form is revisited 6-8 weeks after joining and again at 6 months to assess progress by the initial assessor, this is enabling a direct comparison and to identify progress.

The Role of the Class Teacher

- Teachers are responsible for planning tasks to ensure effective use of additional support, EAL children must be provided with word banks and pictures if they appear on the scale of need in levels 1-4.
- Teachers are responsible for data collection and completion of assessments with additional support if necessary (scribes, dictation, readers)
- Teachers will develop strategies to support English language development (see EAL lead for support)
- Where teachers are concerned about the progress of a child with EAL, they are to flag to the EAL lead as soon as possible so an assessment or intervention can be put in place. Intervention will only be put in place once the class teacher has tried strategies to support learning first.
- Where an EAL pupil is also a SEN pupil, the general learning difficulties will be referred to in the IEP and supported by the SENco.

The Role of the EAL Lead

- To liaise with staff/ volunteers and parents to provide support to new starters.
- To assess all children on the EAL register using the British picture vocabulary scale.
- To support staff in the teaching of EAL pupils.
- To provide resources and guidance for children with EAL (EALHUB resources are available for most enquiry work and some reading spine books)
- Be responsible for ensuring that EAL data is analysed and all provisions are monitored across school.
- Support teachers of pupils in years 2 and 6 with statutory assessment guidance.
- To offer meetings with EAL parents twice annually to keep in contact with the community
- To write an Action Plan annually.

Assessment, Intervention, Data Collection and Analysis

From September 2020 all children identified on the EAL register (as well as those children of concern flagged by the class teacher) were assessed using the British picture vocabulary scale. This gives a comparison age related score based on the child's vocabulary. The BSL children were assessed by Zoe Norman. Children from Nursery to year 5 were assessed by Miss Wilson and Miss Hearn to establish a starting point for support to begin in September 2021.

This data is given a colour grading depending on the difference between the age-related score and the child's actual age as well as considering the standardised score.

Level 1 – No English – Emergency induction to be carried out by a TA

Level 2 Red – Intervention group for language, pre-teaching of vocabulary and word banks provided

Level 3 Orange - Pre-teaching of vocabulary and word banks provided

Level 4 Green - Word banks provided

Level 5 Purple – Nothing required

Assessment data for the children on the EAL register is kept in a locked filing cabinet in Miss Wilson's classroom. An electronic version of the assessment and intervention requirements is kept on the school server with an access password.

The EAL lead and SLT will analyse and monitor performance of EAL pupils in comparison with the school as a whole. This will be done alongside class teachers in progress meeting and share with TPAT education standards committee.

4. Appendices

Appendix 1 – New Arrives Checklist



Checklist for New Arrivals (EAL)

This form to be completed by Miss Wilson (EAL coordinator) by the end of the child's second week.



Child's Name:

Year Group: Class:

Date of Arrival to Red Oaks: __/__/__

Attended Other England School: Y/N (if Yes DOA to UK __/__/__)

KS1 Data from another School: Y/N If Yes...

R =	W =	M =
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Induction Tasks completed: (Please tick and attach forms for analysis)

	Completed by and when
INDUCTION PROGRAMME MONITORING FORM	
Language assessment carried out by EAL coordinator	
Outcome from assessment:	

Recommendations for support

Need	<u>LEVEL 1</u> No English	<u>LEVEL 2</u> Intervention required	<u>LEVEL 3</u> Pre-teaching language	<u>LEVEL 4</u> Word banks	<u>Level 5</u> Nothing required
What	Emergency induction to be carried out by TA (8 session)	Red level from language assessment – pre-teaching, word banks and group intervention	Orange level from language assessment – pre-teaching and word banks	Green level from language assessment – word banks	Purple level from language assessment – working at or above expected
Actioned by and when					

Assessor's name/signature: _____ Date: _____

Appendix 2 – Monitoring Form

Form 1- INDUCTION PROGRAMME MONITORING FORM
For children in year one and above



Pupil's name	
Class teacher	
Completed by	

Please indicate the progress made by this pupil in each of the following areas using the rating scale 1 – 10, where 1 = Poor and 10 = Excellent.

		Poor		Excellent								
1	Confidence in class	Pre-induction	1	2	3	4	5	6	7	8	9	10
		Mid-induction	1	2	3	4	5	6	7	8	9	10
		Post-induction	1	2	3	4	5	6	7	8	9	10
2	Engagement in class	Pre-induction	1	2	3	4	5	6	7	8	9	10
		Mid-induction	1	2	3	4	5	6	7	8	9	10
		Post-induction	1	2	3	4	5	6	7	8	9	10
3	Participation in class activities	Pre-induction	1	2	3	4	5	6	7	8	9	10
		Mid-induction	1	2	3	4	5	6	7	8	9	10
		Post-induction	1	2	3	4	5	6	7	8	9	10
4	Concentration	Pre-induction	1	2	3	4	5	6	7	8	9	10
		Mid-induction	1	2	3	4	5	6	7	8	9	10
		Post-induction	1	2	3	4	5	6	7	8	9	10
5	Independence as a learner	Pre-induction	1	2	3	4	5	6	7	8	9	10
		Mid-induction	1	2	3	4	5	6	7	8	9	10
		Post-induction	1	2	3	4	5	6	7	8	9	10
6	Motivation to learn	Pre-induction	1	2	3	4	5	6	7	8	9	10
		Mid-induction	1	2	3	4	5	6	7	8	9	10
		Post-induction	1	2	3	4	5	6	7	8	9	10

Please highlight the progress seen at the start/middle/end of the Induction programme using different colours to show progress

Notes form person prompt questions:

Initial Assessment: To be complete during the first week

Mid-Induction Review:
To be completed after one term (6-8 week)

Post-Induction Evaluation:
To be completed after three terms (6 months)