



Be part of the family

The Regis Academy

Version 1.0

EAL Policy

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| Approved By | A Pincher |

English as an Additional Language Policy (EAL)

Everyone at The Regis Academy has the right to an outstanding education. It is our aim to ensure that every child learns to the best of their ability within the ethos of the school.

This policy is a statement of The Regis Academy's aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism through celebrating Cultural Diversity.

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.

1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

The Context of The Regis Academy

At our school, there are likely to be at least 8 languages spoken in the family home (not including dialects).

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 with an assessment

proforma A member of the teaching team is nominated to have responsibility

for EAL.

Key Principles of Additional Language Acquisition

EAL pupils are entitled to the full National Curriculum programme 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 language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

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.

Children on the EAL Register who are assessed as A, B or C are on a bespoke register and their abilities closely monitored through interventions, EAL support and targeted teaching. Children who are assessed as either A or B have intense interventions on the EAL Core Skills with the EAL Instructors. They are monitored every six weeks on their progress and ability to go back into class.

Our 5 Stage Model for Language Acquisition

A. New to English

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.

- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific

vocabulary. A child at this stage needs significant support.

B. Early Acquisition

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written

English. A child at this stage requires support to access the curriculum fully.

C. Developing Competence

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

D. Competent

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

E. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to The Regis Academy and a profile completed.

Staff have the opportunity to discuss pupils' progress, needs and targets via weekly planning meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

Core EAL Skill Targets for EAL pupils are appropriate, challenging and reviewed on a half termly basis.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about pupils' developing use of language.

EAL Instructor interventions are set and evaluated every half term.

Teaching Strategies and Pedagogical Approaches

The curriculum is personalised and this helps the children to use their prior knowledge and experience. Speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning.

The EAL Core Skill targets are based on the level of the pupil's reading, writing, maths and speaking and listening across the curriculum for A and B pupils. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

Materials

Our school provides appropriate materials such as dual language textbooks, dictionaries and visual key word lists. Videos, maps, iPad Apps and story props also give crucial support. Displays and resources reflect linguistic and cultural diversity.

Personalisation of Learning to Meet an Individual A and B Pupil's Needs

The EAL teaching at The Regis Academy focuses on individual pupil's needs and abilities by the designated teacher. Each child has their own EAL Core Skill booklet, which is reviewed every half term. An Action Plan sets out the interventions for each child and is monitored half termly by the Head of Centre.

Differentiated planning is put into place to support the EAL children across the curriculum. In Maths the planning is differentiated according to the children's previous education and knowledge and targets are being set to fill the gaps in their knowledge.

Staff use support strategies to ensure curriculum access for C, D & E Pupil's Needs:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing

- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

EAL with Disabilities and/or, Special Educational Needs and those who are More Able

We recognise that intelligence is not measured in the ability to speak English fluently.

Should Special Educational Needs be identified, EAL pupils have equal access to school's SEND provision.

Parental/Community Involvement

At The Regis Academy we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children access the curriculum.