English as an Additional Language Policy

Premises: Red Balloon Norwich, 289 Drayton Road, NR3 2PW
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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Purpose

We know that educational attainment is affected by English Language Proficiency, a learner's first language and/or by late arrival into the English school system. We aim to promote effective and personalised teaching to meet the full needs of children who are learning English as an additional language. Red Balloon Norwich is committed to the provision of education to all of our students and no student will be treated less favourably because of any protected characteristic under the Equality Act 2010.

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020).

Aims
- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.
- To improve the speaking, listening, and literacy for all students for whom English is an additional language.

- To be proactive in removing barriers that stand in the way of our EAL students' learning and success.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

Key Responsibilities

It is a collective responsibility that all staff identify and aim to remove barriers that prevent EAL learners from succeeding.

EAL Lead (English Teacher)

The EAL Lead is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:
- Supporting any students that the Head of Centre has identified are learning EAL on admission to the school.
- Support teaching staff to assess the English level on arrival where necessary.
- Managing and auditing resources to ensure effectiveness for class work.
- Monitoring the progress of pupils learning EAL in all aspects of literacy including speaking and listening, reading and writing; as well as mathematics.
- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To actively liaise with parents to help them to support their children's learning.
- To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and meetings, and to monitor parental involvement.
- Working together to ensure that good practice is maintained across the school.

Planning, monitoring and evaluation for EAL

We will:

- Identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- Promote and encourage the development of the children's first languages to facilitate concept development in tandem with their acquisition of English.
- Manage and audit resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Key visuals and other strategies to support children's access to the curriculum.
- Ensure that language and literacy are taught within the context of all subjects.
- Ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of SEN as opposed to language barriers.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- Staff will develop pupils spoken and written English by:

  i. Planning and delivering lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes.
  ii. Ensuring that vocabulary work covers the technical i.e. language of problem solving as well as the meaning of everyday words.
  iii. Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
  iv. Ensuring that there are many opportunities for talking and collaborative work to support writing.
  v. Building on children's experiences of language at home and in the wider community, so that their developing English and other languages support one another.

- Learners with English as an additional language do not produce separate work but may have extra support linked to their class work from an Intervention Support where targeted support is required.

- Teachers will liaise with an assigned Intervention Support Tutor to discuss separate and additional targets for an EAL student where required.

- The progress of these learners towards their target will be regularly assessed and the results and any concerns shared with the class teachers and the SENCo.

Teaching and Learning

Teachers and Learning Mentor have a desire to support all children to success. They understand that pupils who are learning English as another Language are no exception and that their cognitive ability is in advance of their spoken English.

All our pupils learning EAL have the right to access a wide and varied curriculum and are therefore taught lessons that are accessible and purposeful along with their peers in the same classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.

We also encourage the use of pupils' home language to support their learning and development of English. Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

Implementing best practice in school is the responsibility of all staff. Indicators and evidence of best practice will look like this:

- Application of effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.
- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- Using accessible texts and materials that support pupil's language/cultural needs e.g bilingual books/ artefacts.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching.
- Providing support through ICT, translators.
- Use of a buddy system.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age appropriate level of English and pupils who speak the same language in the group.
- Use of working wall to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.

- Using home or first language where appropriate and if possible.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

SEND

- Given the nature of our school all students attending will likely have some elements of SEND. We are clear not to confuse any EAL issues as SEND issues. Therefore, pupils with EAL who have SEND needs are assessed in their home language where possible to ensure there is no assumption of SEND arising from a developing level of English.
- Parents are informed /involved about provision for their child through regular updates, contact from teachers, reports and meetings to review progress.