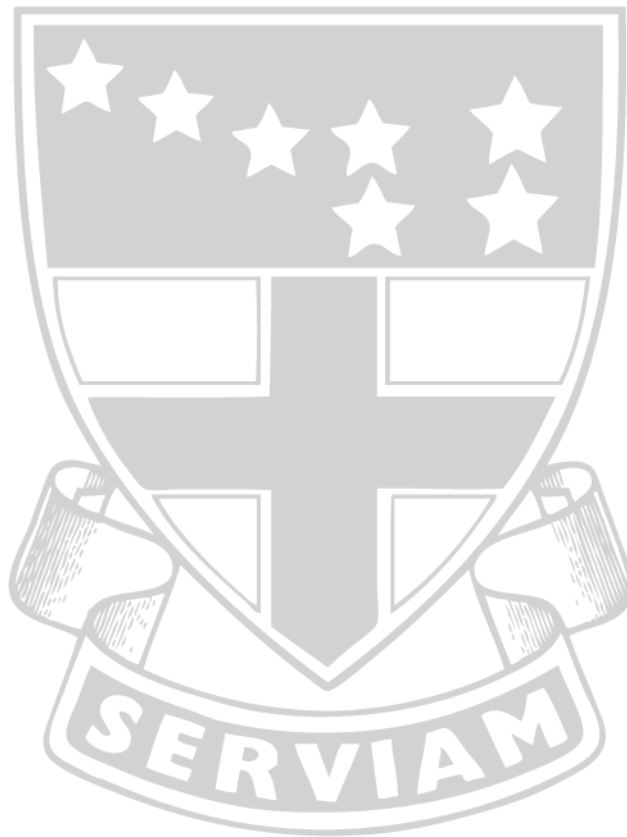


ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY



Date of Review: November 2023

Date of Next Review: November 2025

English as an Additional Language Policy (EAL)

At St Angela's Ursuline, we seek to meet the needs of the whole person and to enable all to achieve their full potential. We aim to recognise and respond sensitively to the talents and needs of every student. With this in mind, our English as an Additional Language Policy has been developed in line with the Bell Foundation which aims to promote progress in students with EAL by working with partners on research, training and practical interventions. By doing this, we hope to ensure that we provide the most appropriate means of developing our students' full potential.

This policy is a statement of St Angela's Ursuline's aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction/Mission statement

St Angela's school is part of the Ursuline tradition, which has as its hallmark the pursuit of the highest standards possible in education. All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society in order to play a part in our vibrant community where 'Serviam' is at the heart of all we do. 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 Rise Up Days. Please also refer to our school anti-bullying and Equality Statement & Opportunity Policy).

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.
- To enable all EAL pupils to play a part in our vibrant community where 'Serviam' is at the heart of all we do.

The Context of St Angela's Ursuline School

St Angela's Ursuline school sits in the heart of Newham- the second most diverse London borough, with 104 languages being spoken. During enrolment to the school, information will be gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background ([link to document](#))

Coupled with primary school and parental information, the [EAL referral form](#) is used to help us identify the EAL category of students.

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.

Students have been identified as needing extra EAL support by their teachers, using a variety of methods including the Bell Foundation Framework. Children 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 with an EAL tutor. They are monitored every term on their progress and ability.

Our 5 Stage Model for Language Acquisition

Band 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

Band 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.

Band 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

Band D: Competent.

A child at this stage can operate across the curriculum to a level of competence nearing 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.

Band 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

The process of identifying students with suspected EAL needs involves the school examining data generated from the NGRT reading assessments together with any parental information specific to each student. In addition to this class teachers will identify students who they suspect may have EAL needs by completing the EAL referral form.

Once this has all taken place a range of speaking, listening, reading and writing assessments will be conducted using guidance and resources from the Bell Foundation Framework. This information is then shared with the EAL lead in order to understand initial levels of English, and the level and type of support that is required. Where possible, students entering Year 7 will be identified prior to starting Year 7 via primary school and parental information. This will then be supplemented with an evaluation of students' abilities by their class teachers within the first three weeks of the academic year. Staff have the opportunity to discuss pupils' progress, needs and targets via weekly line management meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored via the Bell Foundation Framework. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

The progress, monitoring and evaluation of all students identified as Band A-B on the Bell Foundation Framework will take place termly by both the EAL tutor and students' classroom teachers.

EAL tutor interventions are set and evaluated every term via the EAL tutor and the SLT teaching and learning team.

Teaching Strategies and Pedagogical Approaches

The curriculum is personalised and this helps the children to use their prior knowledge and experience. [Staff receive frequent continuous professional learning opportunities that focus on developing effective teaching and learning strategies to support EAL students.](#)

Communication is the main principle in the EAL lessons. 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 grouped work and this way they improve their listening as well. Through speaking exercises such as interviews, discussions, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. Key vocabulary is taught throughout ESOL sessions and children learn and practise grammatical structures and sentence building using the topic vocabulary.

KS4 students who would benefit from additional 1:1 English support, may be removed from one of their GCSE subjects and instead complete the accredited AQA Step up to English programme. The aim of this programme is to ensure Entry Level students develop the skills they need to read and understand a

range of texts as well as to write clearly, coherently, and accurately using a range of vocabulary and sentence structures which will then also allow students to make more rapid progress in their GCSE subjects.

Materials and programmes of study

Our school provides appropriate materials such as dictionaries, visual keyword lists and chromebooks for online translator dictionaries. For those part of the ESOL club, students have access to Learning Village which they use with their ESOL teacher in sessions before and after school. In addition, all students part of the ESOL club meet once per week for a communal lunch where they play language games to help with their acquisition of the English language. For KS4 students who are involved in 1:1 tutoring as part of their curriculum offer, students work towards completing the AQA Step up to English programme (Silver/Gold). KS4 students also have access to dual language texts in English Literature.

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

The EAL teaching at St Angela's Ursuline School focuses on individual pupil's needs and abilities by the EAL tutor. Each child has their own set of resources for their ESOL sessions which is regularly reviewed by the EAL tutor. Differentiated planning is put into place to support the EAL children across the curriculum.

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

- Collaborative group work
- Seating plans
- Buddy support for pastoral needs
- 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 on all resources, 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
- 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 St Angela's Ursuline we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Ensuring all information on the school website is available in home languages for parents/ carers and the wider community.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encourage the use of students' first language for developing positive links between school and home.
- The website has a translate multilingual function to support parents with school communication.