

## English as an Additional Language (EAL) Policy

<b>Member of Staff Responsible</b>	<b>Deputy Head (Academic)</b>
<b>Date of Policy</b>	<b>May 2021</b>
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<b>Approved By Governors</b>	<b>N/A</b>
<b>Distribution:</b>	<b>All Staff</b>

### Introduction

English as an additional language (EAL) refers to learners whose first language is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs of and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards irrespective of their backgrounds.

Pupils come from diverse linguistic, cultural and educational backgrounds. EAL learners will be at different stages of English language acquisition; from beginner to advanced bilingual, but even those at the same stage of English language acquisition will have different experiences and needs. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and are yet to become literate in any language.

EAL boys will be assessed and monitored by the Learning Support department. Like boys receiving Learning Support their needs are identified and given the support required to access the curriculum.

There are 5 main types of EAL learners:

- Pupil from abroad with no English and no experience of school
- Pupil with no English but has been schooled in home language
- Pupil educated abroad in an international school with both English and home language spoken at school and/ or at home
- Pupil who has arrived in UK as a beginner, but has already had 3-4 years of UK schooling
- Pupil born in the UK, fluent in home language –still main language at home with varying levels of English depending on school year and social group

It takes approximately 2 years to develop a social communication level of English. It takes 5-7 years to develop the academic language of the classroom. It takes up to 10 years to understand concepts if you do not have the understanding in your home language.

**Aims**

- The aim of this policy is to ensure that Rokeby meets the full range of needs of those boys who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that boys with EAL bring to the School
- To help EAL boys become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To use and evaluate distinctive teaching approaches to engage and support the EAL child
- To be able to assess the skills and needs of boys with EAL and to give appropriate provision
- To monitor boys' progress systematically and use the data in decisions about classroom management and curriculum planning
- To have high expectations of all learners irrespective of their backgrounds or needs

**Strategies**

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the boy's mother tongue; boost the boy's self-esteem.
- Recognise that boys with EAL will need more time to process and answer both orally and in written format.
- Examination access arrangements will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Give newly-arrived young children time to absorb English. There is a recognised 'silent period' when children understand more English than they use until they have the confidence to use their 'English voice'
- Group boys to ensure that EAL pupils hear good models of English. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

**Assessment**

- School Registration form asks parents to identify pupils where English is their additional language
- From Year 2, the Learning Support department carries out baseline and six monthly assessments to monitor progress of boys whose first language is not English and are at early acquisition stage

**Access and support**

- All pupils will follow the full school curriculum. Work will be differentiated to match the level of English acquisition. The cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced. EAL learners' conceptual thinking may be in advance of their ability to speak English.
- A Teaching Assistant may support younger EAL pupils in the classroom, to enable the boy to complete tasks with understanding.
- Where necessary, withdrawal support with a learning support teacher will take place for a set period of time to address specific language or learning focus.

**Roles & Responsibilities**

## Admissions

- Admissions collate information on language(s) spoken at home and proficiency, and distributes to Head of Lower School, Head of Middle School and LS Coordinator.
- Relevant information on pupils with EAL is made available to all staff
- Language proficiency is recorded on Isams

## LS/EAL Coordinator

- Oversee initial assessment of pupils' level of spoken and written English once they join the school
- Monitor progress and identify learning difficulties that may be masked by EAL
- Give guidance and support to set targets and plan appropriate work.
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- Report to the Head of Middle School and the Head of Lower School on the effectiveness of the above and the progress of pupils

## LS Teachers:

- Support LS Coordinator with assessment, monitoring and target setting
- Should understand their role in relation to pupils with EAL, working collaboratively with the LS Coordinator and teaching staff where appropriate.

## Teachers:

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping
- All teachers are expected to differentiate work to meet the needs of all the boys. This should be visible in all teacher's planning, as appropriate.
- Teachers should pre-teach vocabulary or provide key vocabulary or glossaries for new topics
- Ensure targets for pupils learning EAL are set and met

**Pupils:**

- Pupils should be motivated to develop their English language skills by socialising and interacting with their peers and expanding the English vocabulary through independent learning and reading
- At times, as part of their support, they will be set some extra tasks by the LS teachers which they are expected to carry out in the time given.

**Parents:**

- Parents should strive to support the work being undertaken by the teachers and be able to raise any concerns, being fully involved as partners in the educational process.

**Headmaster and Senior Leaders:**

- Ensure training in planning, teaching and assessing of EAL learners is available to staff
- Should recognise that the curriculum must be relevant to all pupils by taking EAL into account in the formulation and implementation of policies throughout the school.

**Governors:**

- Will be kept informed of changes and developments of the EAL policy within the school, by the Headmaster.

**Monitoring and Review**

This policy document will be monitored by the Deputy Head (Academic) and the LS Coordinator, in liaison with the Headmaster. The policy will be reviewed every two years.