



HOE VALLEY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Person Responsible:	Head of Languages
Date Adopted:	September 2015
Date of last review:	Spring 2023
Date of next review:	Spring 2025

To be read in conjunction with the Teaching and Learning Policy

1. INTRODUCTION

The term 'EAL' is used to describe a diverse group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed' to a language at home that is known or believed to be other than English, and for whom this language is their main language of communication. Students who have access to a language other than English at home, but for whom the main language of communication, are referred to at HVS as our 'Community Language' students.

Schools are required to assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency and make a 'best fit' judgement as to the proficiency stage for each pupil. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards at Hoe Valley School.

2. AIMS

This policy aims to raise awareness of the school's obligations to our EAL students. It supports planning, teaching and assessment procedures, and the organisation and use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), thereby raising pupil achievement.

Specifically, we aim:

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School;
- To ensure all staff are aware of our EAL students and what their specific learning needs are, as well as best practice to support them in the classroom;
- To support EAL students in language acquisition and develop confidence and fluency in speaking, listening, reading and writing in English so that they may fully access the

- curriculum;
- To encourage and enable parental support in improving student's attainment and to support parents where necessary;
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages. Some examples might include work during European Week of Languages, as well as enabling students to take a qualification in their home language.

3. APPROACH

At Hoe Valley School, ensuring EAL students can access the curriculum and make excellent progress is the responsibility of all members of staff. To achieve this, we will ensure that we:

- Give newly arrived young children time to absorb English. There is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained;
- Expose our EAL students to specific vocabulary teaching as soon as possible so that they acquire language rapidly;
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Expose our EAL students to a broad and balanced curriculum, so that language acquisition is rapid;
- Recognise that students with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate;
- Group students to ensure that EAL students hear good models of English;
- Design classrooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise the student's mother tongue; boost the student's self-esteem. Remember, he/she has the potential to become a bi-lingual adult;
- Allow students to use their mother tongue to explore concepts;
- Identify the student's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another;
- Provide and target appropriate reading materials that highlight different ways in which English may be used;
- Use collaborative learning techniques;
- 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.

4. INTERVENTIONS

Professional Learning sessions will support staff in adapting and implementing best practice. It is an expectation at Hoe Valley School that every teacher is a teacher of EAL and will personalise learning to support EAL students at all stages.

Classroom teachers have responsibility for ensuring that all pupils can fully participate in lessons. Where appropriate, the Personalisation Faculty will set up small group withdrawal classes to provide more focused support, as well as in-class support. EAL students have comprehensive Personalisation Profiles which provide teaching staff with detailed advice on how to support students as they progress through their time at Hoe Valley School and these will be regularly updated.

The immediate priority for withdrawal support are students who are newly arrived with little or no English skills. Members of staff in the Personalisation Faculty have designated teacher development time whereby they provide support to departments to develop teaching strategies and resources to support EAL pupils. This time is blocked so as to be more effective and have a sustained impact.

Before students arrive they are allocated an EAL coordinator who will meet the family and put support in place for the new student depending on their needs. They will be a regular point of contact for the student and their family during their first academic year at Hoe Valley School. Students will also be provided with a welcome pack on arrival, in order to help the transition to their new setting. They may also have a REMA interview in order to look at native language level and in order to inform the EAL coordinator's personalised approach to learning.

Further REMA support will be provided to the family if required, so that they can fully support their child/ren in their educational experience at Hoe Valley School.

5. ASSESSMENT

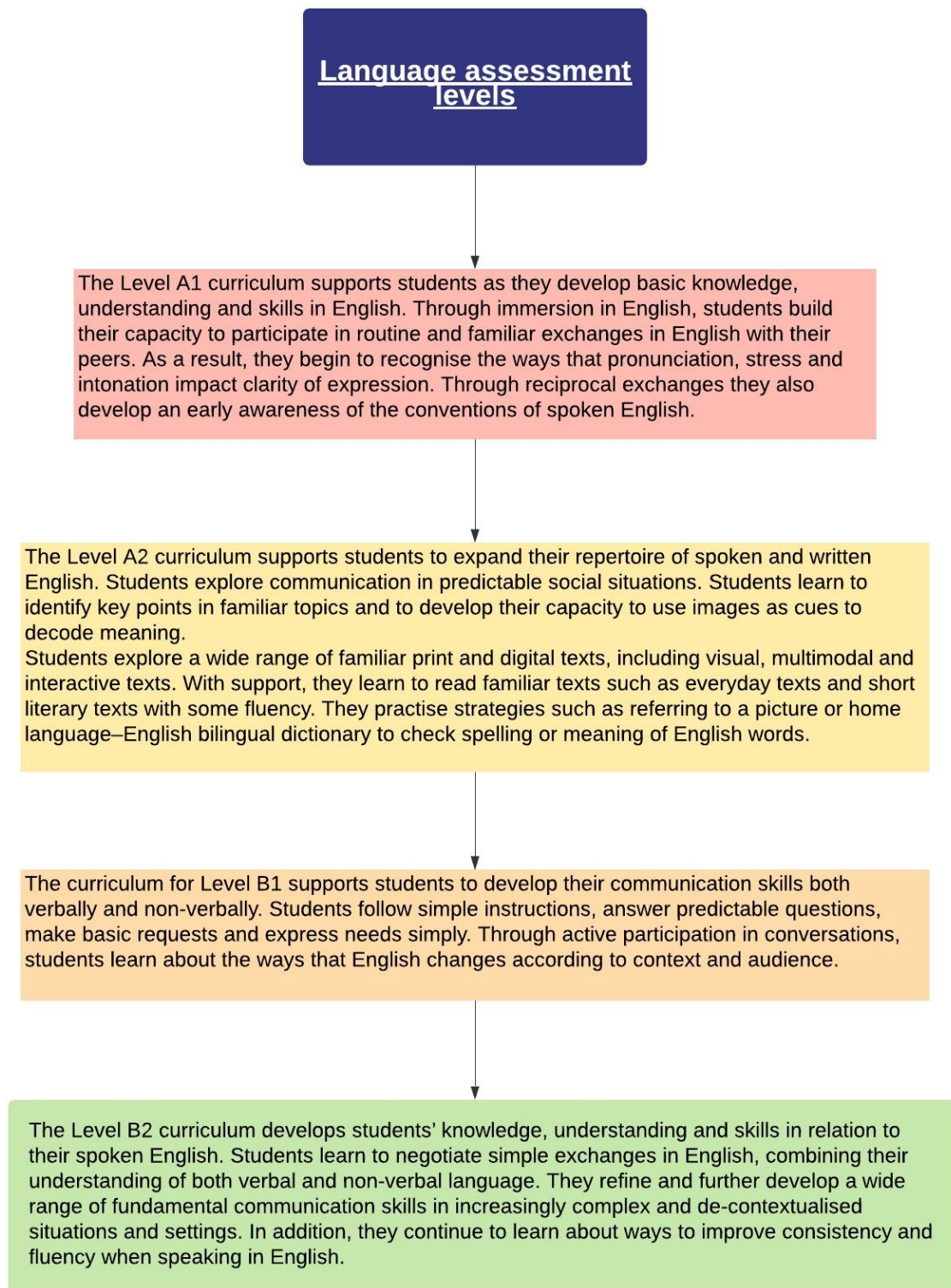
The school registration form identifies students where English is their second language. Liaison takes place by Head of Personalisation and the Primary Feeder School. Students are then internally assessed via the Personalisation Faculty.

These assessments include NGRT (New group reading test) testing to assess your child's reading and comprehension scores, as well as CAT4 testing to gain a snapshot of your child's potential in a range of areas.

There is regular ongoing recording of attainment and progress in line with agreed school procedures.

In English, students are allocated one of the following stages (from A1 to B2) which is recorded on the MIS and on the EAL register. The flow chart below shows the level we use as a school to monitor and assess your child's progress. We have adopted the Cambridge Assessments in English and the language levels from the EAL Developmental Continuum

Victoria, Australia in order to create a clear assessment path which is continually reviewed. Your son/ daughter will have an initial assessment on arrival and then one at the end of every half term in order to track their progress in English. There will also be a meeting half way through the year for us to discuss how he/she is progressing.



6. ACCESS AND SUPPORT

All students will follow the full school curriculum. The school will provide texts and resources that suit the students' ages and levels of learning. Where appropriate, EAL students will be supported by a Teaching Assistant in the classroom to enable the student to complete tasks with understanding. Where necessary, for students who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus. This will occur during lessons where students have been removed for support and are timetabled at the most appropriate time.

Withdrawal sessions will focus on:

- Building on student's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the student's home language as well as in English, according to their needs
- Providing opportunities for students to hear their home languages as well as English and as appropriate. This is supported by the Community work of the Languages Faculty and collaborative opportunities available through the Schools' International Schools Status.

7. RESPONSIBILITIES

School administrator obtains, collates and distributes to the Head of Personalisation information on new students with EAL including their Language(s) spoken at home, any information from the previous school and information on the level of English studied/used. This is also verified by members of SLT during welcome interviews in Year 6 for new students beginning in Year 7 as well as EAL Co-ordinators on the Year 6 Transition Day in the summer term. Students who arrive during the academic year will be assessed and screened as soon as possible.

The Head of Languages ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on students with EAL
- Relevant information on students with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for students on the EAL register are set and met

The effectiveness of the teaching of students with EAL is monitored and assessed regularly

The Head of Personalisation oversees initial assessment of students' level of English as necessary and will:

- Give guidance and support to set targets and plan appropriate work.
- Provide an IEP where appropriate
- Monitor standards of teaching and learning of students with EAL
- Report to the Deputy Head on the effectiveness of the above and the progress of students
- Monitor progress and identify learning difficulties that may be masked by EAL.

All teachers will:

- Be knowledgeable about students' EAL stages and their needs;
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping
- Will ensure that all EAL students can access all elements of the lesson.
- Provide dictionaries (online if necessary) in order for students to be able to access the vocabulary of each lesson and enable students to access bilingual K.
- Provide recommendations of books that students can read in order to improve their level of English outside the classroom. The department has a small bank of books which can be loaned if necessary.