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## HOE VALLEY SCHOOL

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Person Responsible:	Deputy Head Teacher
Date Adopted:	September 2015
Date of last review:	Spring 2021
Date of next review:	Spring 2023

*To be read in conjunction with the Teaching and Learning Policy*

#### 1. INTRODUCTION

English as an Additional Languages (EAL) is the label used when referring to students whose mother language at home is not English. 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

The aim of this policy is to ensure that we meet the full range of needs of those students who are learning English as an additional language.

Specifically, we aim:

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To encourage and enable parental support in improving student's attainment
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School
- 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 (E.g. during Languages Week)

### **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:

- 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
- Identify the student's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- 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
- Provide and target appropriate reading materials that highlight different ways in which English may be used
- Allow students to use their mother tongue to explore concepts
- 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)
- Group students to ensure that EAL students hear good models of English
- 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

### **4. INTERVENTIONS**

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.

The Personalisation Faculty provides support via withdrawal classes and 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.

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.

## **5. ASSESSMENT**

The school registration form identifies students where English is their second language. 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. We carry out on-going 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.

## Language assessment levels

The Level A1 curriculum supports students as they develop basic knowledge, understanding and skills in English. Through immersion in English, students build their capacity to participate in routine and familiar exchanges in English with their peers. As a result, they begin to recognise the ways that pronunciation, stress and intonation impact clarity of expression. Through reciprocal exchanges they also develop an early awareness of the conventions of spoken English.

The Level A2 curriculum supports students to expand their repertoire of spoken and written English. Students explore communication in predictable social situations. Students learn to identify key points in familiar topics and to develop their capacity to use images as cues to decode meaning. Students explore a wide range of familiar print and digital texts, including visual, multimodal and interactive texts. With support, they learn to read familiar texts such as everyday texts and short literary texts with some fluency. They practise strategies such as referring to a picture or home language–English bilingual dictionary to check spelling or meaning of English words.

The curriculum for Level B1 supports students to develop their communication skills both verbally and non-verbally. Students follow simple instructions, answer predictable questions, make basic requests and express needs simply. Through active participation in conversations, students learn about the ways that English changes according to context and audience.

The Level B2 curriculum develops students' knowledge, understanding and skills in relation to their spoken English. Students learn to negotiate simple exchanges in English, combining their understanding of both verbal and non-verbal language. They refine and further develop a wide range of fundamental communication skills in increasingly complex and de-contextualised situations and settings. In addition, they continue to learn about ways to improve consistency and fluency when speaking in English.

## **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 often occur during MFL lessons.

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

## **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.

The Deputy Head Teacher 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.
- 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.