

PLASHET SCHOOL



Working together to promote & celebrate achievement

English as an Additional Language Policy

Revised and applicable from 21st May 2020

This policy is underpinned by the school's mission statement:

'Working together to promote and celebrate achievement'

Aims

1. To promote the development of language skills across the curriculum

Language skills and learning are interdependent. In order to achieve across the curriculum, students need to master the English language and this is best developed in the context of the mainstream classroom. The students' first language may also be an important means of accessing the curriculum.

2. To ensure EAL students access the highest levels of educational achievement

Bilingual learners at all stages of acquiring English have an equal right to access the curriculum. All teachers should have high expectations of students and lack of English must not be equated with lack of ability.

3. To develop an inclusive environment

Language and culture are inextricably linked and shape a person's identity. When students feel valued, safe and happy they are able to integrate into the social life of the school and achieve their potential. Staff, parents and the community all have a role to play in understanding the various linguistic and social backgrounds of students and promoting harmony, integration and high aspirations. This includes valuing students' linguistic skills in languages other than English.

Language diversity

95% of students at Plashet are bilingual – i.e. they come from homes where the main language spoken is other than English. (The students may or may not be proficient in this language themselves).

Over 40 such home languages are represented in the school. The main languages spoken are Urdu, Panjabi and Bengali. Others include Gujarati, Somali, Tamil, Pushto, Romanian and Polish.

Some students were born in the UK and have had all their education here. Others have arrived more recently and may be in the early stages of learning English. Students' levels of English language development thus vary widely.

Identification of EAL students

The DfE definition of EAL states: '*A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.*'

The definition of an EAL student includes:

- Students arriving from other countries and whose first language is not English.
- Students who have lived in the UK for a long time and also speak another language at home. These pupils are often not entirely fluent in English in terms of their literacy levels.
- Students born in the UK and are 'exposed to' another language at home. They may understand it but not be fluent in it. They may be fluent in English and have good literacy skills in English or may be fluent speakers and yet need support to develop their English literacy skills.
- Some EAL students will have special educational needs and their progress in English may be limited because of a learning difficulty.

When we use the term EAL in school, it includes all students in the categories above.

All EAL students are assigned an EAL stage by the EAL department. **This is based primarily on writing samples.**

EAL Stages (Also refer to Appendix 1)

EAL Stage A: New to English: Needs a considerable amount of EAL support

The student may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English

EAL Stage B: Early Acquisition: Still needs a significant amount of EAL support to access curriculum

The student may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary

EAL Stage C: Developing Competence: Requires ongoing EAL support to access curriculum fully

The student may:

- Participate in learning activities with increasing independence
- Be able to express self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.
- Oral English developing well, enabling successful engagement in activities across the curriculum

EAL Stage D: Competent: Needs some/occasional EAL support to access complex curriculum material and tasks

- Can read and understand a wide variety of texts
- Written English may lack complexity and contain occasional evidence of errors in structure
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

EAL Stage E: Fluent: Operates without EAL support across the curriculum

- Can operate across the curriculum to a level of competence equivalent to a student who uses English as first language.

Language Acquisition

EAL students generally take one to two years to develop BICs (Basic Interpersonal Communication Skills). This is the language of the playground; everyday language they need to use to survive. Their oral skills are usually much more advanced than their reading and writing skills.

There will also be a silent period for students who are new to English. This can last for 6 months or more. Students need time to get used to the new context, tune into the sounds of English and begin to know what is expected before using individual words and phrases in English. They are still learning the new language and may be silently rehearsing language. They need reassurance and encouragement and benefit from as much structure as possible.

It takes between five to seven years to develop CALP (Cognitive Academic Language Proficiency). This is the full range of language and literacy skills necessary to cope with the school curriculum and GCSEs.

Different factors can affect the rate of language acquisition:

- Previous experiences of school and teaching styles

Some students may not have had a formal education before coming to the UK or their education may have been interrupted. If they have been to school they may be used to a more formal, didactic teaching style and group work and discussions may take time for them to get used to. They may also have experienced very different classroom rules and discipline.

- Level of Literacy in First Language

Students who have secure literacy skills in their first language tend to acquire English skills more quickly.

- A Possible Learning Difficulty

If students have a learning difficulty, it may take longer for them to develop academic language skills.

- Age

Younger students tend to learn a new language more quickly than teenagers and adults.

- Parental support and Expectations

When parents support their child's learning, it has a positive effect on progress. Most parents are keen to support but sometimes need further information about the UK education system.

- Social and Emotional Needs

Some students may have experienced some trauma or have difficult home lives. This can impact on their rate of progress.

Roles and Responsibilities

EAL department

Assessment and Identification of EAL students

The EAL department identifies EAL students from data collected during Year 7 assessments in September and In-Year Admissions. The date of arrival in the UK and the EAL Stages (Refer to Appendix 1) are entered on the school's assessment systems (SIMs and G4S). In this initial assessment process, students with a possible special educational need may also be identified and referred to the SEND department.

The EAL department monitors the progress of EAL students who have been in the UK for 5 years or less. Information on the progress of EAL students is shared at pastoral team meetings and a spreadsheet of support, monitoring and intervention is disseminated to all staff termly.

In-class support for language development

EAL support is allocated according to student need, more support given to those students at the earlier stages of learning English. The Curriculum Lead for EAL liaises with the Lead for each curriculum area in organising the support.

Partnership Teaching

EAL teachers are attached to curriculum areas, and work in partnership with mainstream teachers to develop strategies and materials to extend the language and literacy skills of bilingual students.

The responsibility for meeting the needs of bilingual learners and raising the achievement of EAL students is shared between the mainstream and the language support teacher.

The role of the language support teacher should be discussed and agreed with the mainstream (subject) teacher before they begin to work together in the classroom. A checklist (Appendix 3) is available and can be used to support this partnership and agreement of roles. Regular liaison time between the mainstream and EAL teachers is essential to ensure effective planning and support for the students.

One-to-One Classroom Support

Although partnership teaching is the preferred method of working, EAL teachers may focus on individuals or groups of students. It is helpful for the EAL teacher to know the topic to be taught in advance so that she/he is able to produce any necessary materials.

EAL Interventions

A range of EAL interventions are offered which support students with a range of different language skills. These interventions may differ year upon year, depending upon the needs of the students. An example of a typical offer is:

Intervention/Skill	Time	EAL Stage
Year 7 Phonics and reading	Timetabled 9 hours	Reading Age 8:06 or below
Year 8 Comprehension and writing	Timetabled 5 hours	English Level 3 or below
KS3/4 Induction	One lesson each day For KS4 this may lead to an ESOL Qualification (currently Pearson)	EAL Stage A and B
K3/S4 Bespoke depending on need – tends to be one to one reading, spelling or writing	Registration x 1 each week 8.45-9.15 (6 week review)	EAL Stage C and C/D

Pastoral role

Each teacher in the EAL department is linked to a year group and has a pastoral role.

Staff Development

The department provides training to beginner teachers. In addition, they advise and support staff on an ongoing basis with strategies and resources to meet the needs of EAL students. Staff development needs are identified through school the self-review framework, appraisal systems and Department Improvement Plans.

Dissemination of EAL Information

Initial assessment information, including targets and strategies is relayed to staff via the bulletin and G4S. In addition, a spreadsheet of focus students receiving support is **also available**.

Subject Teachers

The development of English is the responsibility of all teachers.

Teachers' Standard 5: A teacher must:

'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

Planning for EAL students

Use of data: mainstream teachers should refer to EAL information from the spreadsheet provided together with other school data, including CATs scores, **EHMA**, SEND and **Disadvantaged**, to gain a full picture of each student.

Liaison with EAL staff: Teachers should plan in partnership with EAL teachers and discuss strategies.

Classroom Strategies

EAL learners need a supportive classroom environment with appropriate strategies to support language and literacy development. Explicit teaching of vocabulary and language structures is important and should be taught alongside the content. When learning a new concept, students are also being introduced to new **vocabulary**. **There should be meaningful exposure to the new**

language with opportunities to interact with it in different contexts. The language functions and associated structures should form part of the planning. Appendices 4 and 5 give an approach to lesson planning which develops the integration of vocabulary and language structures. These can be used for preparing a sequence of lessons and schemes of work.

Talk is central to learning, allowing students to explore, revisit and structure ideas. Students speaking and listening skills initially develop at a social level and they will be encouraged to use more academic language to express their learning. This language for learning **needs to be planned in a systematic way.**

Teachers need to consider:

- The spoken language demands
- The texts students will read
- The different genres they will be introduced to
- The specific grammar needed for tasks
- The vocabulary that will be required; **how it will be introduced and used**

When planning for the range of EAL students in the classroom, appropriate scaffolding and cognitive challenge is vital to enable curriculum access, understanding of concepts and high achievement. Early stage learners of English need a significant amount of scaffolding, and students at more advanced stages would still benefit from the direct teaching of language structures and carefully planned tasks which promote higher order thinking skills.

Please refer to Appendix 2 for suggested strategies to support students at each EAL stage.

In addition, refer to the EAL Department Information Booklet for New Teachers.

Appendix 1: 5 Stage Model of English as an Additional Language Acquisition

STAGE A (new to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> ◆ Silent period ◆ Copies/repeats some words and/or phrases ◆ Uses single words or short phrases ◆ Has very basic, limited range of vocabulary ◆ Understands some everyday expressions and simple instructions in English 	<ul style="list-style-type: none"> ◆ Uses spoken English for 'social' purposes ◆ Has limited awareness of grammar syntax ◆ Vocabulary is widening but tends to be related to familiar contexts ◆ Is acquiring some topic/subject specific vocabulary ◆ Follows day to day social communication in English ◆ Understands simple instructions ◆ Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> ◆ Uses spoken English confidently but structural inaccuracies still apparent ◆ Has a fairly wide vocabulary which includes a growing bank of subject specific words ◆ Gives appropriate responses to a wider range of situations without the need for visual support ◆ Able to follow more complex verbal input 	<ul style="list-style-type: none"> ◆ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors ◆ Has a wide vocabulary with more use of abstract words ◆ Some vocabulary gaps still evident ◆ Usually copes with a wide range of verbal input from a variety of sources 	<ul style="list-style-type: none"> ◆ Is a fluent speaker of English in a full range of situations
READING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> ◆ Reads adequately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> ◆ Reads and understands a wide variety of texts but struggles with suitable nuances of meaning 	<ul style="list-style-type: none"> ◆ Is a fluent reader of English in a full range of situations
WRITING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ Can produce small amount of independent writing with support from teacher/peers ◆ Has limited awareness of grammar ◆ Uses basic punctuation, e.g. capital letters and full stops ◆ Is becoming aware of simple spelling patterns ◆ Uses basic vocabulary 	<ul style="list-style-type: none"> ◆ Strives towards more developed pieces of writing for a range of purposes ◆ Demonstrates a growing awareness of grammar but continues to make mistakes ◆ Generally, uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation ◆ Is producing improved spelling for a wider range of words ◆ Is developing a wider range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes competently for a range of purposes ◆ Writing contains only occasional errors in grammar ◆ Generally uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ◆ Spells most words correctly ◆ Uses a wide range of vocabulary 	<ul style="list-style-type: none"> ◆ Is a fluent writer of English in a full range of situations
<ul style="list-style-type: none"> ◆ Needs a considerable amount of EAL support 	<ul style="list-style-type: none"> ◆ Needs a significant amount of EAL support to access the curriculum 	<ul style="list-style-type: none"> ◆ Requires on going EAL support to access the curriculum fully 	<ul style="list-style-type: none"> ◆ Needs some/occasional EAL support to access complex curriculum material tasks ◆ Operates without EAL support across the curriculum 	

Appendix 2: EAL Stages Strategies

Stage A	Stage B	Stage C	Stage D
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Encourage child to make links with home language Opportunities to work collaborating in groups, including with speakers of shared L1. Use gesture Talk through actions/events as they happen Use peers to model routines/language Model social language conventions Play games with repetitive language Use paired/small group activities with supportive peers for example in practical activities. (including oral, board, card, track games) Listen to simple stories with repetitive language Give clear instructions with consistent use of key words and phrases Encourage child to respond in words Ask closed questions: either/or questions or one-word answer questions Provide the words that the child needs and allow thinking time for child to mentally rehearse words 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Paired talk Opportunities to work collaborating in groups, including with speakers of shared L1. Provide simple models of different language functions e.g. describing, explaining Paired feedback at plenary sessions Provide opportunities to present a rehearsed talk to show their understanding of story or text. Opportunities for paired problem solving Opportunities to participate in role play and drama activities, with scaffolding. For listening tasks students could be given guided tasks, e.g. tick lists, a grid to complete to support listening and focus attention on targeted information. Use prompt cards for speaking activities, e.g. giving a starter sentence. Respond and reply in words that extend and model Provide the words that the child needs and allow thinking time for child to mentally rehearse words Ask closed questions: either/or questions or one-word answer questions 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Students should be paired or grouped with student(s) who are more proficient in English. For speaking, students should be given short lists of target key words that they should use in speaking. Students could be given models of spoken sentences, or sentence starters. For listening tasks students could be given guided tasks, e.g. tick lists, to support listening and focus attention on targeted information. Analyse levels of formality in speech, and give specific formulations for different types of speaking task. including prompt card. Specifically teach ways of making more general statements, away from personal experience. For listening tasks, students can be given a grid to complete. Dictogloss can be used for listening. Students could formulate questions prior to listening Visual support can be used for listening tasks, to give context. 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> For speaking, students should be given lists of target key words that they should use in speaking. Analyse levels of formality in speech, and give specific formulations for different types of speaking task. Including prompt cards. Dictogloss can be used for listening. Students could formulate questions prior to listening
<p>Reading</p> <ul style="list-style-type: none"> Visual support, e.g. illustrations for text. Visual support can be used for listening tasks, to give context. Visual props to provide language context Simple matching activities – word with a picture 	<p>Reading</p> <ul style="list-style-type: none"> Activities to check understanding: Sequencing pictures or diagrams/drawing a picture/matching keywords with description DARTS – opportunities to interact with text when reading (e.g. labelling, sequencing, sorting, matching). Possibly in collaborative group work. Visual support, e.g. illustrations for text Visual support can be used for listening tasks, to give context. Students should be trained to find evidence in text to support their views. Explicitly teach text types, genres, etc... Skills of inference and deduction need to be explicitly taught. Filling in blanks in simple sentences Questions should be given to scaffold students' understanding. 	<p>Reading</p> <ul style="list-style-type: none"> Students should be taught, through modelling, how to pick out relevant information in comprehension questions and in the text. Analyse models of texts, highlighting targeted aspects (e.g. connectives, paragraphs, etc...) Students should be given the opportunity to use a thesaurus, with guidance, in order to attempt more varied and adventurous vocabulary. Students should be trained to find evidence in text to support their views. Explicitly teach text types, genres, etc... Skills of inference and deduction need to be explicitly taught. 	<p>Reading</p> <ul style="list-style-type: none"> Students should be encouraged to use skills of inference and deduction when approaching a text. Encourage students to use their knowledge of genres when reading texts.

<p>Writing</p> <ul style="list-style-type: none"> • Students at this level may need specific support with handwriting, particularly with letter formation. • To copy spelling/Keywords • Sorting words in alphabetical order 	<p>Writing</p> <ul style="list-style-type: none"> • Teacher modelling/rephrasing sentences and questions • Provide sentence starters using visual cues • Display key curriculum vocabulary and show how they are used in sentences/offer alternatives. • Writing frame/ to provide structure for extending writing. • Provide models, at an appropriate level of written English in the genres that they will be expected to produce and highlight key features, with support. • Give students time and guidance for planning, e.g. prompt questions to construct paragraphs. • Guide students through the process of using spider diagrams for planning & sequencing ideas in writing. • Students can use whiteboards to draft opening sentences, and to try out spellings. • Punctuation needs to be explicitly taught • Learn spellings • Pre teach of language structures that are likely to be new/unfamiliar. • Pre-teach expected responses to different question words (e.g. when...? requires a time, day etc.). Depends on complexity. 	<p>Writing</p> <ul style="list-style-type: none"> • Models, at an appropriate level of spoken and written English in the genres that they will be expected to produce a newspaper article/argumentative/essay/formal letter. • Writing frame/ writing prompts to provide structure for extended writing. • Give students time and guidance for planning, e.g. prompt questions to construct paragraphs. • Guide students through the process of using spider diagrams for planning & sequencing ideas in writing. • Students can use whiteboards to draft opening sentences, and to try out spellings. • Punctuation needs to be explicitly taught • Students should be given models of writing, and highlight key features, with support. • More advanced punctuation needs to be explicitly taught. 	<p>Writing</p> <ul style="list-style-type: none"> • Writing prompts to extend writing. • More advanced punctuation needs to be explicitly taught. • Students should be given models of writing, and highlight key features. • Structure such as passive voice and conditional need to be explicitly taught.
<ul style="list-style-type: none"> • Pre-teach expected responses to different question words (e.g. when...? requires a time, day etc.). Depends on complexity. 		<ul style="list-style-type: none"> • Questions should be given to scaffold students' understanding. • Structure such as passive voice and conditional need to be explicitly taught. 	

Appendix 3

EAL Department Partnership/Support Teaching Agreement

Class	Subject	EAL Teacher	Mainstream Teacher	Date

Aims of Support:	To focus on:	
	Early Learners of English	<input type="radio"/>
	Improving Users	<input type="radio"/>
	More Advanced Learners	<input type="radio"/>
Focus Students:	Targets:	

Planning/liaison time agreed

T1	T2	T3
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Curriculum

- Discuss scheme of work
- Establish learning and language aims
- Plan/prepare appropriate resources for whole class or targeted students
- Agree home learning (differentiate as appropriate)
- Share resources and strategies with department

Assessment

- Agree marking scheme
- Share marking of work
- Share marking of work
- Share marking of work
- Agree student targets and end of unit tasks
- Contribute to reports and Parents/Carers evenings

Classroom Management

- Discuss classroom routines
- Team teach/lead lessons
- Plan student groups
- Discipline

Review and Evaluation agreed

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Appendix 4: Language Functions and Lesson Design

Topic	Activities	Language Functions	Language Structures	Vocabulary
Light and dark	Looking at objects through coloured cellophane to see if colour changes	Describing Comparing Reporting	What colour is The basket? It is What colour does it become? It becomes..... I looked at the scissors... I looked through the cellophane... They look green. Use of prepositions: next to, on top, though, under	Cellophane Red Blue Black Yellow Orange Scissors Ruler Pot Paper basket
THE TOPIC	INCLUDES THESE ACTIVITIES	WHICH REQUIRE	WHICH WILL BE USING THIS	MODELLED LANGUAGE

Pauline Gibbons: Learning to Learn a Second Language

Appendix 5: Language Functions and Language Structures

<p>Agreeing and disagreeing I agree/disagree with that because... I don't agree with that because... I accept... I don't accept... This is correct/incorrect because....</p>	<p>Deduction The facts lead to..... Based on..... The evidence leads to..... Having considered..... This infers that..... Given that.....then..... There is a pattern which suggests that.....</p>
<p>Explaining – the reasons for something or a sequence of events This happens because ... The reason for this is ... It is evident that... The results show that... Firstly, I ... Next... Consequently.. As a result, .. Because of this...</p>	<p>Describing This is ... It is... It looks like... It reminds me of ... It sounds like... It smells of ... (Prepositions to indicate location and position)</p> <p>Inference This suggests that... It is understood that ... It can be inferred that</p>
<p>Comparing and contrasting In some waysand and.....are alike. For instance, they both Another feature they have in common is that..... Furthermore, they are both However, they also differ in some ways. For example,.....while..... Another difference is that..... whereas..... Finally,.....but..... The similarities/differences seem more significant than the similarities/differences because..... It's much (better, longer, further ...) Less than More than Better than Worse than</p>	<p>Prediction and Hypothesis Based on the evidence I have been presented with, I can conclude..... Taking everything into account..... Having analysed..... Given this, it is likely that... Ifthen..... I predict..... I would expect..... It is likely that.....</p> <p>Obligation I ought to I should ...so that..... I have to/must My responsibility is to therefore, I must...</p> <p>Expressing Opinion and Preference My opinion is..... My view is..... I believe that My position on this is..... Personally I believe.....</p>
<p>Recount/Retell/Sequence First of all Next Then After that Meanwhile Afterwards Finally</p>	<p>Evaluating – a project/a piece of writing This worked well/was effective because... It would have been better if I This could be improved by This is effective because....</p>