



**YARROW
HEIGHTS
SCHOOL**

English as an Additional Language Policy (EAL)

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Date Adopted:	
Written by:	<hr/> Signature <hr/> KAREN GASTER Name <hr/> HEADTEACHER Title
Approved by:	<hr/> Signature <hr/> ANNE-MARIE CARRIE Name <hr/> CHAIR OF GOVERNORS Title
Last Review by:	
Date:	
Next Review by Board of Trustees:	[Date]

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school.

Table of Contents

Section	Content	Page
1	Introduction	3
2	Aims	3
3	Objectives	3
4	The Context of Yarrow Heights School	3
5	Our Stage 5 Model for Language Acquisition	4
6	Planning Monitoring and Evaluation	5
7	Teaching Strategies and Pedagogical Approaches	5
8	Materials our School Provides	6
9	Personalisation of Learning to meet an individual pupil's needs	6

1. Introduction

Everyone at Yarrow Heights School has the right to an outstanding education. Our English as an Additional Language Policy has been developed in line with the articles in the UNCRC. It is our aim to ensure that every child learns to the best of their ability within the rights-respecting ethos of the School.

This Policy is a statement of Yarrow Heights School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. 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 Cultural Diversity Days, to stimulate and engage EAL learners across the curriculum, enabling them to make accelerated progress has been awarded.

2. Aims

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.

- ✓ Equality - to be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- ✓ Diversity - to meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- ✓ Belonging and Cohesion - to provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

3. Objectives

- ✓ 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.

4. The Context of Yarrow Heights School

At our School, there are approximately 15 languages spoken in the family home (not including dialects). On entry to the School, information is gathered about:

- ✓ Pupils' linguistic background and competence in other language/s.
- ✓ Pupils' previous educational experience.
- ✓ Pupils' family and biographical background.

Yarrow Heights School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- ✓ Pupils' are assessed prior to entry. A member of the teaching team is nominated to have responsibility for EAL.

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.

Children who are assessed as being on a bespoke register and their abilities closely monitored through interventions, EAL support and targeted teaching. Some children are assessed as requiring intense interventions on the EAL Core Skills with the EAL Instructors.

They are monitored every six weeks on their progress and ability to go back into class. ESOL classes are delivered to parents once a week by the Language Lead to equip parents to support their child at home.

5. Our 5 Stage Model for Language Acquisition

5.1 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.

5.2 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.

5.3 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.

5.4 Competent

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

5.5 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.

5.6 Assessment

All EAL pupils are assessed in line with the School's assessment procedures within the first two weeks of their arrival to Yarrow Heights and a portfolio completed by the EAL Instructor. Staff have the opportunity to discuss pupils' progress, needs and targets via weekly planning meetings with senior leaders. Progress in the acquisition of English is regularly assessed and monitored.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

6. Planning, Monitoring and Evaluation

Core EAL Skill Targets for EAL pupils are appropriate, challenging and reviewed on a half termly basis. Planning for EAL pupils incorporates both curriculum and EAL specific objectives. Staff regularly observe, assess and record information about pupils' developing use of language. EAL Instructor interventions are set and evaluated every half term.

7. Teaching Strategies and Pedagogical Approaches

The curriculum is personalised, and this helps the children to use their prior knowledge and experience. Speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning. The EAL Core Skill targets are based on the level of the pupil's reading, writing, maths and speaking and listening across the curriculum for pupils. 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 group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence.

The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

8. Materials our School provides

Appropriate materials such as dual language textbooks, dictionaries and visual key word lists. Videos, maps, iPad Apps and story props also give crucial support. Displays and resources reflect linguistic and cultural diversity.

9. Personalisation of Learning to Meet an individual pupil's needs

The EAL teaching at Yarrow Heights School focuses on individual pupil's needs and abilities by the EAL Instructors. Each child has their own EAL Core Skill booklet, which is reviewed every half term.

An Action Plan, as part of the Pupil Development Plan sets out the interventions for each child and is monitored half termly by the Language Lead and SenCo. The EAL Instructors receive training every week from the EAL Lead. Differentiated planning is put into place to support the EAL children across the curriculum. In Maths the planning is differentiated according to the children's previous education and knowledge and targets are being set to fill the gaps in their knowledge.

Staff use support strategies to ensure curriculum access for pupil's needs:

- ✓ Collaborative group work.
- ✓ 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, 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, using preferred language where appropriate.
- ✓ 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.

Language Ambassadors (children who are articulate in their home language and English) support learning in the classroom and translate to children during their induction. Weekly meetings are held where the Language Ambassadors receive training and coaching on how to support their language partners. They organise activities during play times, which use their home language and involve children from across the School. 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 SEN provision. EAL pupils identified as Gifted and Talented have equal access to School's provision.

At Yarrow Heights we encourage parental and community involvement by:

- ✓ Providing a welcoming induction process for newly arrived pupils and their families/carers.
- ✓ Use translators and interpreters, where appropriate and available, to ensure good links are made between the family and the School.
- ✓ Utilise Language Ambassadors to support newly arrived parents.
- ✓ Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
- ✓ Celebrate and acknowledge the achievements of EAL pupils.
- ✓ Recognise and encourage the use of first language for developing positive links between School and home.
- ✓ Support parents, so they can help their children at home.