



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

PHASE	JUNIOR & SENIOR
POLICY LEAD	REBECCA SCUTT Executive Principal/ Assistant CEO
DATE OF APPROVAL BY TRUSTEES	JULY 2021
DATE OF RECEIPT BY LOCAL GOVERNING BODY	JULY 2021
FREQUENCY DATE	EVERY 4 YEARS
NEXT REVIEW DATE	JULY 2025

Purpose of this Policy

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Identification of Pupils who have English as an Additional Language

On admission to the academy, parents/carers will be asked to identify their first language and that of their child via a data collection form. In-year admissions will complete this form during an induction visit with the Principal (in Junior Academies)/delegated member of staff (in Senior Academies). This information will be recorded on SIMS and a register will identify EAL pupils across the academy. Teachers will have access to this information through individual child records on SIMS and through the academy EAL Pupil/Student Register.

Baseline Assessment on Entry

Understanding language is the most important factor in being able to access learning. It is imperative that staff have a good understanding of a child's receptive language, in order to understand whether or not they will be able to follow instructions and explanations, as well as be able to communicate with others in day-to-day life.

On entry, pupils/students identified as EAL will be assessed for their level of proficiency with the English language in accordance with DfE guidance (see appendix 1). Within the first two weeks of being on roll, pupils arriving to the academy who are identified as EAL will complete a British Picture Vocabulary Scale (BPVS) test if teacher assessment and shared information places them at code A or code B, which will assess receptive language skills through matching words to pictures. As no reading is required, the assessment can be used to assess language development in non-readers as well as pupils who have a high level of competency with the English language. For children who are assessed at code C and above the BVPS may be used alongside other baseline assessment materials such as the Wide Reading Achievement Test 5 (WRAT 5). Where a child is transferring from a British school, assessment records will be sought and discussions will be held with staff from the transferring school in order to identify whether there is a need for a BPVS test (for example, this may not be required if formal test records indicate a pupil is working at age-related expectations across the curriculum).

Classroom Provision

Pupils/Students for whom English is an additional language (EAL) have diverse needs and planning to meet those needs should take account of such factors as the pupil's/student's age, length of time in this country, previous educational experience and skills in other languages. Although the majority of EAL pupils quite quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible, careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.

The ability of EAL pupils to take part in the National Curriculum is often ahead of their communication skills in English. Teachers will take specific actions to support EAL pupils/students to develop their spoken and written English, for example;

- by ensuring that vocabulary development is supported, e.g. by the issue of topic glossaries which include key words and their meanings;
- staff do what they can to familiarise themselves with some basic words and gestures from the pupil's/student's home/first language and culture – particularly those which are likely to prove useful in the context of the lesson;
- by modelling how spoken and written English are structured;
- by using a variety of reading material which helps to explain British society and its cultures;
- by enlisting the aid of any appropriately bilingual pupils/students in the group as a translator, or that of an available adult helper to promote and encourage the development of the pupil's/student's first language in order to facilitate concept development in correspondence with their acquisition of English;
- by providing pupils/students with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate – this may be through the use of IT or through dictionaries/thesauruses and information books;
- by ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing;
- by repeatedly re-wording and re-phrasing any discourse in English with the pupil;
- by employing, and encouraging the pupil/student to use non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse;
- by encouraging pupils/students to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them;
- by using accessible texts and materials that suit the pupil's/student's cognitive ability and age of learning;
- by promoting the pupil's/student's first language within the classroom and being aware of/ celebrating events linked to the pupil's/student's home country's traditions;
- by ensuring that language and literacy are taught within the context of all subjects.

Across ACET, teachers will ensure learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skill development. Teachers will identify language development for EAL pupils/students on weekly planning /SMART Notebook slides or other agreed academy-specific planning/provision documents. This will involve identifying opportunities for 1:1 working between the pupil/student/teacher/member of support staff. The acquisition of language will be celebrated and recognised as part of praise/effort assemblies.

Teachers will actively liaise with parents to help them to support their child's learning. Where required, the support of a translator will be actioned in order to facilitate parents' access to academy life by providing dual language information and bilingual support especially for parents' evenings, academy events and workshops.

Identification of SEND & Support of the Leadership Team

For pupils for whom English is not their first language, a lack of competence in English does not conform to the definition of SEND. The child's home, language, culture and

community, should all be considered when ascertaining if interpreters or bilingual support staff, etc. are required. Pupils/Students arriving new to the academy who are transferring from a British school will have their records scrutinised and if already identified as having special educational needs, then parents will be asked about this during the induction visit with the Principal/delegated member of induction staff, in order to seek further clarification of the pupil's/student's needs. The SENDCo will discuss areas of any special educational needs with the transferring school's SENDCo. Should SEND subsequently be identified for a pupil/student with EAL they will have equal access to SEND provision.

Class teachers will be responsible for ensuring all pupils/students, especially those with EAL, make at least good progress each half term. BPVS tests will continue to take place half termly (where required) in order to track progress with language acquisition and understanding. Progress will be recorded on SIMS and tracked by the class teacher and Principal in junior academies and designated members of staff in senior academies.

The Leadership Team will support teachers to ensure the provision for EAL pupils is effective. Through daily monitoring, Leaders will ensure the provision outlined above is in place in the classroom for EAL pupils/students. Where concerns arise, Leaders will investigate further and hold discussions with the pupil/student and staff. Through progress meetings, any pupils identified as not making adequate progress through teacher assessments and formal assessments will be subject to a 'Pupil Review'. This will involve the Leadership team observing the pupil to look at provision and access to the curriculum. This may also involve the support of the SENDCo, should Leaders be convinced that the pupil has access to consistently quality first teaching. (There may be some variation in approach to this across junior and senior academies).

Leaders will ensure professional development needs are identified through staff audit and monitoring activities.

APPENDIX 1

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A)	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words Writes some HFW words Can draw and label diagrams Begin to write simple sentences
	Step 2	Follows short sequences of instructions	Basic, formulaic spoken exchanges Unclear pronunciation		
Early Acquisition (Code B)	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions
	Step 4	Understands some teacher questions with visual support	Past simple tense emerging		
Developing Competence (Code C)	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions.	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy Varied verb formations used Developing wider vocabulary Writes competently and at length Uses structures to express higher order thinking
	Step 6	Active listener asking for clarification Follows gist of teacher talk with limited visual support	Can contribute to whole class discussion Plurals, articles, pronouns and prepositions		
Competent (Code D)	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms Demonstrates understanding of literary devices Appropriate tone when reading aloud	Writes competently and at length for varied purposes Uses expressions to signal opinion Advanced use of connectives Range of tenses and use of active/passive voice Logical sequence Appropriate for purpose/audience
Fluent (Code E)	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age	Copes with writing demands for all areas of curriculum Uses complex conditionals Able to mimic and parody and to use irony/humour Can make comparisons and write an argument

