



'Flying High'
Working Together to Build a Successful
Future for All

EAL Policy

Updated November 2016



Working together to build a successful future for all

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and well being of every child is our paramount concern.

At Hornbill School the learning and teaching, achievements, attitudes and well-being of all our pupils are important. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A significant number of our pupils have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

*Bilingual EAL learners in Hornbill School come from a range of ethnic backgrounds. Some have arrived at school having had a certain amount of exposure to the English language. Some have developed literacy skills in their home language. Some have comparable schooling to their age equivalent peers; others may have their educational experience interrupted or a late start in education.

Pupils who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

**Bilingual ... the term is currently used to refer to pupils who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages (Cited in Hall, D 1995, - Assessing the Needs of Bilingual Pupils, London, Fulton).*

Aims and objectives

The National Curriculum secures entitlement for all pupils to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language. This is in line with the requirements of the Race Relations Act 1976 and the Pupils' Act 2004.

Teaching and learning

In our school teaching and support staff take appropriate action to help pupils who are learning English as an Additional Language by embedding an ethos of 'Every Lesson a Language Lesson'.

This entails:

- a) considering the extent and depth to which language is a feature of learning and teaching across the curriculum
- b) considering the specific EAL needs of the pupils we teach

Engaging pupils in their own learning is considered to be a crucial aspect of learning and teaching at Hornbill and for pupils who are learning English as an Additional Language we ensure that we are

- empowering pupils to be able to ask questions about language in order to learn new words, clarify their meanings and be further able to reuse them appropriately in different and new contexts.
- instilling in pupils a working awareness of the language they are using and learning in order that they are actively 'noticing' language.
- empowering pupils to use and develop effective EAL learning strategies.
- valuing their first language and to continue to develop it for a wide range of purposes including as a tool for learning.

Ensuring access to the curriculum and to assessment

All pupils in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. In keeping with the 'Every Lesson a Language Lesson' ensuring access to the curriculum and assessment entails

- analysing the curriculum areas identifying language that pupils need to be able to use to achieve the learning objectives and the language development opportunities the curriculum offers.
- creating simple, workable systems across the curriculum that can be implemented consistently across year groups to support 'Every lesson a language lesson' through activating prior knowledge or creating a shared experience, scaffolding the language and the learning and planning for opportunities for talk.
- considering different ways in which 'Every lesson a language lesson' can be promoted in the classrooms

Our Nepali Specialist Teachers and bilingual LSAs work in partnership with internationally-based class teachers within the classroom setting. This may involve supporting individual pupil or small groups of pupils or at times, teaching the whole class. We do not generally withdraw pupils from lessons to receive language support. Nepali Specialist teachers will work with the class teacher to offer strategies and advice with respect to the language needs of individual pupil to ensure learning and teaching is well differentiated and appropriately matched. Sometimes the Nepali Specialist Teacher or LSA will work with groups of pupils, of whom only one or two may be EAL pupils. At other times, they may work with pupils in a group of pupils identified specifically to undertake a programme of intensive language support. This group of pupils may not be from the same year group and will have been grouped together as a result of identified needs.

In the Foundation Stage, we plan opportunities for pupils to develop their English and we provide a range of appropriate support to help them take part in activities.

The Foundation Stage helps pupils learning English as an additional language by:

- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support where necessary to extend vocabulary;
- providing a variety of writing in the pupils' home language as well as in English;
- where advisable providing opportunities for pupils to hear their home languages as well as English.

Assessment

Our school uses QCA English scales to measure English language competence for EAL pupils linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

All Nepali pupils joining Hornbill School will be assessed for English as an Additional Language using assessment materials developed by the Nepali Specialist Teachers. Those pupils identified as requiring language support will be provided with appropriate level of support by the Nepali Specialist Teachers within the class environment.

Based on the degree of language support required, such pupils will be grouped into Early Stages of Acquiring English Language Group A (ESAEL A) or Early Stages of Acquiring English Language Group B (ESAEL B). Those pupils requiring intensive language support will be in ESAEL A and those requiring only some language support will be in ESAEL B group. The Nepali Specialist Teachers will write an Individual Targeted Support Plan (ITSP) for each pupil in ESAEL A group to deliver targeted support to close the gaps. The progress of these pupils will be closely monitored and reviewed on a termly basis. Depending on the progress and review the continuity, level or type of support may be reconsidered.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for pupils who are learning English as an additional language. These will be in line with the guidelines provided for the administering of SATs

Staffing

- The range of adults involved in supporting the language and curriculum learning of pupils for whom English is an additional language in Hornbill School is wide and includes :
 - Nepali Specialist Teachers
 - Bilingual Learning Support Assistants
 - Class Teachers
 - Deputy Headteacher (Nepal)
- In Hornbill School the investment in EAL is huge and probably most unique in the world. It is the aim of the EAL team to provide support for pupil's work in all curriculum areas and establish links with parents where necessary with the intention of providing advice in supporting their pupils at home and working together to overcome obstacles faced by pupils with EAL.

Role of Class Teachers (CTs)

- to support NSTs in the assessing and monitoring of EAL for all Nepali pupils joining Hornbill School.
- once the ESAEL A group of pupils have been identified, CTs will work closely with NSTs in planning and delivering the curriculum to these pupils (ITSPs).
- to work together with NSTs to review the progress and the ITSPs of EAL pupils on half-termly basis.
- to work together with NSTs to brief LSAs about the teacher's plans and intentions for teaching and learning and in their contribution to these.

Role of Nepali Specialist Teachers (NSTs)

- to go through the process of induction with every new pupil with EAL. Please see the induction checklist and the questionnaire for new pupils.
- to observe the new EAL pupil during the two-week settling down period with regards to communication skills and language support needs.
- to assess and monitor all Nepali pupils joining Hornbill School as per the Hornbill School Guidelines for EAL Assessments and Procedures for EAL.
- to carry out EAL/SEN filter questions. If the filter questions indicate EAL assessment then conduct the EAL Baseline Assessment. Otherwise, if the indication is SEN assessment then refer to the SEN Co. Please see the Flow Chart for Support Programmes.
- to write the ITSP for each ESAEL A pupil following the EAL Baseline Assessment.
- to consider the specific EAL needs of the pupils they teach.
- to consider ways in which 'Every lesson a language lesson' can be promoted in the school.
- to use their specialist knowledge and understanding of the Nepali language and bilingualism to develop the English language skills needed for social interaction and for learning in those pupils who are identified as requiring individual targeted support with regards to EAL. The NSTs' additional knowledge of teaching and learning strategies makes an important contribution to the planning and delivery of a curriculum which draws on bilingual pupils' prior experience, is culturally relevant and meets their English language learning needs.
- to use strategies and skills to support the learning of English as an additional language in a curriculum and whole school context. NSTs need to understand how to draw on pupils' prior knowledge, including their language proficiency in Nepali and English, socio-economic and cultural background, their motivation and attitude to English and learning, their learning style, personality and sense of identity. NSTs will take account of the various purposes for which learners need to use English, for both academic and social needs, the time it takes to gain proficiency in spoken and written language, whilst at the same time, recognising the need for pupils to learn the curriculum content.
- to access in good time the curriculum planning so that prior targeted teaching and support materials can be prepared and undertaken in order to allow for optimum access to learning.
- to carry out pre-teaching and/or parallel teaching as and when necessary at appropriate times.
- to monitor and review regularly with CTs, Phase Leaders and DHT (Nepal) the impact of support programmes on individual EAL pupil's progress and ensure gaps are being closed.
- to produce and maintain all necessary documentation and evidence of work in order to support the monitoring and review of the progress of those pupils requiring individual targeted support (EAL).
- to organise and prepare resources/supportive class environment and visual aids to support learning.
- to maintain links with the DHT (Nepal) and keep him updated on the progress of the EAL pupils or any concerns regarding them.
- to provide the DHT (Nepal) with copies of the Individual Targeted Support Plans (ITSPs).

Role of Learning Support Assistants

- to work under the direction of the CT or NST.
- to use pupils' first language to support and develop their learning and draw on their knowledge of pupils' cultural background to activate their prior knowledge in relation to the subject or topic being taught.
- to learn about the systems and strategies to implemented across the school to support the ethos of 'Every lesson a language lesson' and how to support these effectively.
- to encourage participation and learning responding to EAL pupils' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning.
- to interpret key words and instructions and use pupils' home language to explore concepts in greater depth and to develop higher order learning skills that pupils can then transfer to EAL.
- to help build pupils' confidence, self- esteem and independence so that all pupils are enabled to reach their full potential alongside their peers.
- to contribute ideas to the planning of teaching and the assessment of learning for bilingual learners.
- to help CTs and NSTs keep relevant and informative records and facilitate supportive contact with parents.
- to provide effective visual support especially the use of **graphic organisers** to scaffold language and learning.
- *to offer scaffolding in the form of a bilingual strategy , a quick drawing or diagram, the right prompt or question , quick remodelling to address errors and so on .*

Role of Deputy Headteacher(Nepal) as EAL Co-ordinator

The DHT (Nepal) in his additional role as EAL Co-ordinator will be responsible for the following :

- school-based induction for newly appointed NSTs and bilingual LSAs.
- ensure EAL resources are audited half-yearly to ensure sufficient and appropriate resources are available for colleagues to use effectively across the school.
- completion of action plans and targets linked to school improvement plans as required for purposes of EAL funding.
- NSTs identify the needs of EAL pupils accurately through the use of EAL/SEN filter questions and EAL Baseline Assessment and the targeted support programmes organised as a result of EAL Baseline Assessment are effective in closing the gaps.
- ensure bilingual LSAs are deployed effectively across the school for targeted support and closing of gaps.
- ensure the progress of EAL pupils, especially ESAEL A and B groups, are monitored closely and reviewed regularly by NSTs with CTs, Phase Leaders and DHT (Nepal).
- relevant CPD for NSTs and LSAs are delivered throughout the year to ensure they are up-to-date with good practice in EAL.

Monitoring and Evaluation

Please refer to Guidelines for EAL Assessment and Procedures for EAL

Safeguarding Pupils

The School's legal responsibility for safeguarding the welfare of pupils goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding Policy.

Policies to be read in conjunction with this policy

Inclusion Policy

Learning and Teaching Policy

Special Educational Needs Policy

Curriculum Policies

Assessment Policy

Equal Opportunities Policy

Racial Equality Policy