



English as an Additional Language (EAL) Policy

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Author:	Mrs L Tarantini-Amor
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1. Purpose

1.1 The EAL Centre at HT offers a supportive entry point and guided start to school in the UK for English as an Additional Language (EAL) students who are New Arrivals (new to the country) and initial learners of English. It also offers pedagogical training for teaching advanced bilingual learners as well as student academic support across all the key stages. Currently, advanced bilinguals (those with 5 years exposure to Academic English) comprise the majority of EAL learners at HT.

At the root of the EAL Centre's endeavours lies the conviction that bilingualism should be promoted and valued, not only for the contribution bilingual individuals can make to their professions, peers and communities, but that pursuance of literacy in more than one language brings cognitive benefits that can and should translate into greater academic achievement.

1.2 The pedagogy of the EAL Centre is guided by the research-based rationale that recognises the difference between Basic Interpersonal Communication Skills (BICS) and Cognitive/Academic Language Proficiency (CALP) (Cummins, 1984) and that uses a context-embedded language approach to language learning which is firmly in touch with the National Curriculum and the new 9-1 GCSEs.

1.3 Its ethos is guided by the responsibilities to the communities that HT serves as originally outlined in the Community Cohesion legislation, 2004. This legislation informs accepted good practice as outlined in the new Code of SEND 2014 as well as the Prevent Legislation under the renewed Child Protection Guidance. Thus, these also guide our practice.

1.4 The EAL Centre's overarching goal, in accordance with the SIP, is to provide effective and inclusive National Curriculum-oriented advice, guidance and assessment across the full spectrum of bilingual learners at HT, from initial to advanced, on their language needs. As such, it espouses EAL as a Teaching and Learning approach that has more to do with how students learn English through the mainstream curriculum than how to teach English in parallel to the curriculum.

1.5 Accordingly, this ethos includes a responsibility to staff where training offered on pedagogy, differentiation, assessment and awareness around second-language learner issues fulfils staff entitlement to become good practitioners for these students. The EAL Centre is therefore line-managed by SLT

responsible for and maintains a strong commitment to Teaching and Learning development at HT.

- 1.6 Staff training should include: CPD for new staff; whole staff trainings; coaching for individual teachers; team-teaching; resource development with curriculum areas; diagnostic observation feedback for teachers under the new Ofsted framework on identified 'gap' cohorts that fall under the EAL remit; and guidance on initiating small educational research projects and collecting data for teachers involved in higher education qualifications.
- 1.7 The EAL Centre aims to offer a selection of seminal research literature on topics such as bilingualism, socio-linguistics, bi-literacy, second language acquisition, EAL/SEN and the pedagogy of teaching EAL learners across the curriculum. In this way, the EAL Centre seeks to support the post-graduate studies of new, training and permanent staff at HT or its associate schools and partners.

2. Scope

- 2.1 The EAL Centre aims to provide a range of good practices for EAL students. For example:

- **Initial Arrival Interview and Placement** –meeting with parents and liaising with interviewing SLT.
- **Assessment of EAL Students** – categorising them into Competency Codes A-E and Steps 1-8 as per DfE guidance.
- **Pedagogy** – writing EAL Profiles, setting targets and strategies
- **Differentiation** – providing bilingual materials for teachers and students (for example, Macbeth in Russian and Italian, Romanian Maths terms, Polish Science terms)
- **Curriculum Design** – ESOL classes to A, B or C learners on a termly basis.
- **Home Language GCSE Entry** – contacting parents, providing past papers, providing support on speaking exam arrangements, liaising with the exam officer on arranging examiners.
- **Differential Assessment** – EAL vs SEN assessment, evidence for outside professionals and Joint Council of Qualifications Special Access Arrangements (JCQ SAA) Form 8s.

- 2.2 The EAL Centre seeks to encourage a positive ethos around bilingualism and multiculturalism. Thus, we promote using community languages for academic and social benefit across the key stages; awareness of religious festivals and their impact on the academic year, for example, Ramadan during exam season; school menu diversification, for example, for Hindu, Buddhist or

Muslim students; first-language mentoring; multicultural awareness events and assemblies.

3. Procedures

3.1 The EAL Centre at HT aims to embed the **Interview and Entry of New Casual Admissions Process**, using the below assessment plan for new arrivals or other EAL students.

The Inclusion office plays an initial key role, by:

- informing Lead Practitioner for EAL (LP EAL) that a new EAL student is enrolled.
- ensuring Date of Entry to UK and Home Language are entered correctly on SIMS.

- **The LP EAL then:**
- uses a **Bilingual Interview** to assess a students' educational background and future academic/vocational aspirations.
- completes a **Language Skills Assessment** for DFE Code of Language Competency (A-E) and Step (1-8).
- generates an **EAL Student Profile/Blurb** for teaching staff.
- refers further to the **SENCo**, if learning issues are suspected.
- liaises with YAC/teachers on a **Pastoral/Academic Provision Plan**.
- provides short-term **ESOL withdraw**, if needed, with parental permission.
- monitors both academic and language-acquisition **Gap Progress** through termly feedback through the EAL LP line manager.
- re-issues **Follow-up EAL Strategies** to address any lags in progress, SEN or High achievers issues, including further staff training to address needs.

4. SIMS and CENSUS

4.1 The EAL Centre aims to ensure the accurate collection of data on the percentage and progress of EAL students for the termly school census. This includes liaison with the Inclusion office on the information entered on SIMS as part of the admissions process. Liaison with the Pastoral team is also requisite in ensuring that language competency codes are updated on mark sheets and available to teaching staff for class profiling.

5. EAL, SEND and High Achieving Students

5.1 The LP EAL works with the SENCO and SEND staff to:

- Determine where an EAL student may have a learning as well as a language need.
- Disseminate in-class strategies to teachers for the complex needs of such learners.
- Contribute discussion towards provisioning bilingual students who are on the SEND register.
- Monitor whether the literacy strategies/small group withdrawal applied are appropriate to EAL language needs.
- Provide diagnostic and ethno-linguistic background data on an EAL student to contextualise the results of reading age tests, cognitive ability tests or other normative assessments for the purposes of designing provision.
- Provide translation or advice on translation, when needed.

5.2 EAL and High achieving students

The EAL Centre also has High achieving criteria as a part of its assessment process for advanced bilingual and initial English learners. As such, it flags up the cognitive abilities of those students whose English-language abilities may not as of yet reflect their cognitive potential and feeds that back to pastoral and curriculum leads for action.

5.3 Access Arrangements, Exams and Controlled Assessments (KS4 and KS5)

The EAL Centre aims to help the SEND team in applying for Joint Council of Qualifications Special Access Arrangements (JCQ SAA) where EAL students are under 3 years in the UK. This is best accomplished when:

- the SEND, EAL Centre and the Exams Officer (EO) liaise to ensure appropriate access provision is made for EAL students.
- further liaison with the EO includes ordering language dictionaries for new arrivals, checking the information held on EAL students, including both entry date to the UK and entry date to HT, and updating access arrangements paperwork for the SENCo/EO.
- the EO and the LP EAL ensure JCQ SAA apply to qualifying Year 9 students for curriculum and external assessments.
- regular contact with curriculum leads ensures that potential SAA needs are flagged accurately and early for both EAL and SEND needs.

Then:

Where a student can qualify for access arrangements under both SEN and EAL criteria, the LP EAL will liaise with the SENCo to determine the category of the access arrangements.

6. Appendix 1

DfE Competency Codes and Steps descriptors

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A)	Step 1	Understands home language Matches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	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	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	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.
Early Acquisition (Code B)	Step 3	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	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 4	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.
Developing Competence (Code C)	Step 5	Understands home language Matches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	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	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.
Competent (Code D)	Step 7	Understands home language Matches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	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 8	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	Understands home language Matches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	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.