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**EAL
POLICY**

DUIHS

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Introduction

EAL refers to pupils who speak another language other than English at home. More specifically, it refers to those who have or are in the process of acquiring English as an additional language. It will usually refer to those who will have migrated from countries where it is atypical to speak English. This policy was created to help supplement and support the learning needs of these pupils so they are able to explore their full potential by overcoming linguistic difficulties pertaining to English. This policy comes into action when we EAL pupils are registered at the school.

Aims

- To ensure equal opportunities are available to whom English is an additional language
- To give such pupils the opportunity to overcome any barriers to learning and assessment
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school wide strategies that ensures that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English
- To encourage and enable parental support in improving children's attainment

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils progress systematically and use the data in decisions with regard to curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Defining, Identifying, and Assessing Literacy Levels of EAL Learners

- Some will have a good foundation of grammar as multilinguals
- Some will have little or no experience reading or writing in any language
- Some will have been deprived of opportunities through missed education or inadequate provisions – including unmonitored home-schooling and thus will have missed primary level language aptitudes
- Some may be SEN with particular difficulties revolving around language-related skills
- It will often take up to two years, depending on existing experience, social groundings and age of starting, to develop a fluency in social use of English
- Proficiency in formal use of English, depending on the support package can take anywhere between four and seven years

School Approach / Methodology

- The school recognises the prowess of mainstream service in catering to EAL pupils and will make recommendations on this basis where existence of additional support is available
- Assessing pupils based on academic ability as opposed to English speaking
- Encourage and build a respect for diversity of first languages
- Establish language goals through English studies and through independent analyses of low-ability use of English
- Developing curriculum and teaching strategies to support pupils' access to the subjects
- EAL pedagogy and education for staff
- Enabling various strategies including visual learning e.g., PowerPoint presentations
- Enabling access to resources respectful of age, cultural sensitivities and linguistically intelligible

- Encouragement of literacy empowerment in all aspects of learning (see Marking and Literacy Policy)
- Entitlement to support in literacy and mentoring for those with a less fluent command of English
- Participation of parents
- Organising association and involvement of outside agencies including tutors
- Access to first language provisions including assessments and links to education where possible
- Celebration of diversity through activities in foreign languages
- Substitution of additional subjects to increase literacy lessons and opportunities

School and class ethos

- Recognize the pupil's mother tongue and ensure every opportunity is taken to boost the pupil's self-esteem and confidence.
- An EAL pupil will be closely monitored, supported and encouraged to take an active part in the life of the school.
- Extra support for EAL can be provided by our staff during break times, after school and on the weekends. This must be agreed by the parents of the pupil
- Delegation of EAL support through assignment of mentor – the current liaison for pupils in supporting literacy deficiencies: **Hasnain Ali**
- After-school support through literacy booster and tutoring
- An EAL pupil can request additional time in completing his homework, coursework and exams. This must be discussed and agreed in advance therefore teachers, pupils and parents are all aware and the examination boards can be notified and requested to give additional time.

Strategies School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Consider the potential to become a multilingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Encouragement and insistence on reading for pleasure
- Educational trip(s) to the library, understanding its use and rules
- Encouraging use of library for research and pleasure

Curriculum and Lesson Planning

- Consideration of opportunities for oral communication and collaboration

- Rich oral classroom experiences including speaking and listening activities, conversations, differentiated questioning, etc.
- Opportunities and strategies for modelling spoken and written English
- Catering to the needs of less able and less fluent speakers of English through carefully selected word choices
- Opportunities to develop vocabulary
- Opportunities to inquire regarding vocabulary
- Reading material and texts to scaffold the approach to oral literacy
- Links to other language, drawing on existing knowledge of those – particularly Arabic as a core subject
- Bilingual support from peers and staff
- Encouragement of translational dictionaries and resources
- Visual aids
- Opportunities to adapt every-day, social English to formal written texts
- Encouraging development in clarity of speech to demonstrate ideas, answers and thoughts
- Encouraging active listening
- Problem-solving activities through discussion
- Oral assessments
- Reading for meaning – inference and deduction
- Development and encouragement of independent research and study
- Explication of the purpose of reading
- Encouragement and opportunities for reading aloud in class
- Education regarding navigating systemics of books
- Encouragement and training of the ability to host questions

Promise of the English Department

- Encouragement of a love and passion for reading
- Activities involving reading out loud
- Study of brevity
- Developing ability to scan and skim
- Development through practice of writing skills
- Development through exploration and analysis of various formats
- Development of reading strategies
- Development of writing compositionally and directly
- Understand of purpose, effect and audience
- Highlighting differences between spoken and written English
- Understanding phonetical appreciation and knowledge of language
- Understanding appropriate levels of formality
- Exemplars and modelled approach to improving levels of English
- Writing frameworks and acronyms
- Development of essay-writing skills – structure and vocabulary
- Transference of written skills to relative subjects including Humanities, Islamiyat, RS and PHSE
- Development of comparative and evaluative skills
- Empowerment of spoken activities and confidences including debates and public speaking
- Links to career development including opportunities to engage with interview scenarios

Role of Teachers and Assistants

- Adoption of age and ability specific strategies when communicating in English
- Consistent approaches to developing literacy including activities and marking
- Patience and encouragement of existing capabilities in utilising English
- Patience to explain deficiencies in linguistic and denotational limitations

- Understanding of simpler synonyms to increasing complexities in language
- Appropriate use of resources including dictionary and thesaurus to adequately overcome confusions
- Manageable tasks, scaffolding where possible and clear instructions in assigning classwork and homework
- Empowerment and effective utilisation of teaching assistants to cater to specific needs
- Links to first languages where appropriate and possible
- Language specialists to enable correlation between first and second language through comparative evaluation
- Speaking and listening activities and strategies to build confidence and develop learning
- Exploration and insistence on the learning of subject-specific terminology
- Development of active reading strategies
- Models and easy-to-follow exemplars for writing within subjects
- Ability to identify opportunities for effect partnering, encouraging peer-to-peer development

School Approach to CPD and Support for EAL

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- Appointment of TAs and language specialists where possible

Corresponding documents

1. Keeping Children Safe in Education September 2022
2. DU Policies: Literacy, Equal Opportunities, Marking, Assessment, Curriculum
3. Equality Act 2010 (Gov)