EAL Policy
September 2021

1. Introduction / Mission statement

Firs Primary School considers a child's home language to be a core element of their cultural identity. We therefore aim to celebrate the range of languages spoken in the school and encourage continuing development in children's home languages alongside their English language learning.

We aim to support children with English as an additional language (EAL) to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject, so that they can access learning in all areas of the curriculum.

We are committed to ensuring that accurate assessment ensures that pupils are provided with learning tasks that meet both their cognitive and English language needs. We have an inclusive approach to learning, and prioritise Quality First Teaching as the most effective way to enable EAL pupils to make the necessary progress required to diminish attainment differences with non-EAL pupils. Additional interventions will only be used in cases where it is determined that a child requires additional, not alternative, support to help them make the expected progress.

2. Statement of aims and commitment

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents in the school. It informs strategic decision making by the senior leadership team, as well as day to day teaching and learning and interactions with parents and pupils of the school.

The aim of the policy is to ensure that EAL learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

3. Context

Firs Primary School is situated in a deprived area of Derby City (falling within the 10% most deprived in the country), and due to its open catchment area draws pupils in from several different inner-city areas.

Historically Derby City was host to a high percentage of Bangladeshi and Pakistani migrants, however in the last 10 years there have been an increasing number of Eastern European economic migrants to the area. During this time there has been, in particular, a significant rise in the number of Slovak families of Gypsy Roma heritage.

Because of its open catchment area Firs Primary School often admits EAL pupils who are new Derby City and the English school system, who may not have been able to find a place at their local school. This contributes to the above average levels of transience at the school, as pupils may leave again once a place becomes available at a school closer to their home.

The school defines EAL learners as those pupils where;

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

EAL learners who are **New to English** can be described as working at band A on The Bell Foundation's EAL Assessment Framework. As a general rule, New to English learners tend to be in their first two years of learning.

Given the significantly above average levels of transience at the school, the school context changes within and across academic years. However, the following information represents a typical approximation of the general school context:

- Between 35 and 45 languages are spoken in school at any one time

- Approximately 35% of pupils in the school are of Gypsy Roma heritage, and speak Roma, Slovak or a combination of the two

- Approximately 70% of pupils are classed as EAL

- Approximately 55% of EAL learners also qualify for Pupil Premium

- Approximately 16% of EAL learners are also identified as having SEND

- The majority of EAL learners are at early stage of learning English (ie at stages A, B or C in their English Proficiency); currently around 77% of EAL pupils are at this level and require significant or ongoing support to access the curriculum

- Approximately 23% of EAL learners are classed as Advanced Bilingual Learners (stage D or E in English Proficiency) and require only occasional or limited support to access the curriculum

A: New to English (requiring considerable support to access curriculum content)	29%
B: Early Acquisition (still need a significant amount of support to access the curriculum)	26%
C: Developing Competence (need ongoing support to access the curriculum fully)	22%
D: Competent (occasional support to access more complex curriculum material and tasks)	15%
E: Fluent (very little or no support required to access curriculum content and should be working at, or very near, age related expectations)	7%

4. Key principles for second language acquisition

We believe that the following should be in place in order to optimise the potential for second language acquisition for pupils with EAL:

- A welcoming and inclusive environment which celebrates ethnic and lingual diversity.
- Opportunities for pupils to explore ideas and new learning in their home language as well as in English.
- The continuing development of home language being seen as equally important as the development of English language skills.
- An inclusive curriculum, where EAL learners have access to high quality modelling of English language speaking by the adults around them.
- High expectations for all learners, regardless of their English language proficiency, where effective differentiation enables all pupils to access learning at a level appropriate for their cognitive and developmental needs.

5. EAL teaching and learning

Because of high levels of pupil transience and consequently a fluctuating pupil context, the school organises classes and staffing flexibly in order to meet the changing needs of its pupils.

Generally, in Key Stage 2, classes are taught in mixed year group classes. At present there are four mixed year 3/4 classes and four mixed year 5/6 classes. In each phase there will usually be either one or two classes which support those pupils most in need of focused English language teaching to develop their emerging English proficiency. This will change depending on year group contexts at the start of the year.

Groupings, including classes, are fluid enabling pupils to move classes or groups where necessary in order to best meet their developing needs.

In Key Stage 1 and the Early Years Foundation Stage, classes remain in traditional year groupings. This is because the gaps in learning between higher and lower attaining pupils are narrower in younger pupils. In these year groups the focus is on language immersion and strong modelling of spoken English skills by adults.

Teachers use a variety of strategies to support EAL learners to access the curriculum. These include:

- The use of visuals and opportunities for oral rehearsal to support understanding and language development (e.g. Communication in Print, Mighty Writer, Talk for Writing)
- Focus on the explicit teaching of vocabulary (e.g. Word Aware, Speak-well toolkit based on the Tower Hamlets 'Progression in Language Structures' document, Colourful Semantics)

- Use of peer support from 'same language buddies' or the school's trained 'Young Interpreters' (the MFL curriculum includes whole school Young Interpreter's Training once per year)
- Effective feedback, including recasting/remodelling of spoken English.
- Pre and post teaching of key skills and vocabulary for pupils that require additional support.
- The use of specific language intervention for pupils with EAL that are not making the expected progress in English language development and have been assessed as requiring additional support (e.g. identified SEND including speech and language difficulties). These include Talk Boost and Speech and Language Link.

Teachers have high expectations of all pupils, and plan work in order to meet the cognitive and language needs of each child. The focus is on enabling EAL pupils to make the progress necessary in order to help them close any attainment gap they may have in comparison to non-EAL peers.

Classroom organisation supports independent learning by ensuring resources are easily accessible for all pupils. All classes should ensure that resources are clearly labelled, and labels should include images of resources in those classes with New to English pupils.

Higher achieving EAL pupils should be supported in their learning by effective differentiation which matches learning to pupils' cognitive needs. The Proficiency in English levels and Bell Foundation assessment materials are used to identify next steps in language learning for all EAL pupils, ensuring that teachers have a clear understanding of EAL language progression.

The teaching of vocabulary underpins learning in all areas of the curriculum and school life. Teaching and support staff should maximise every opportunity for language learning, in both planned and incidental interactions with pupils i.e. whether within lessons or in the dinner hall.

Progression and guidance documents for each subject, and topic booklets for each topic, outline the tier one, tier two and tier three vocabulary to be taught each half term. This ensures that pupils with EAL are able to build on their cognitive academic language proficiency, with the aim of supporting EAL pupils to become fluent English speakers who can access the curriculum at an age appropriate level with no additional support.

6. Planning, monitoring and evaluation for EAL

In addition to the standard assessments used within school (please refer to the Assessment Policy), pupils with EAL are also assessed in line with the DfE Proficiency in English codes twice a year (mid and end point assessments). These assessments are supported by the Bell Foundation Assessment and Flash Academy Assessment.

Proficiency in English levels are compared to a child's length of time in English schooling, and targets are set based on the aim of supporting children with EAL to

develop Cognitive Academic Language Proficiency (CALP) within five years. Research suggests that "It takes learners at least five years to develop CALP. Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP." [i]

We also aim to ensure that pupils with EAL are able to develop their Basic Interpersonal Communication Skills (BICS) in English in between six months to two years.

"Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialized. It takes the learner from six months to two years to develop BICS."[ii]

The curriculum is adapted where necessary to ensure that pupils with EAL access learning at a level appropriate to their language and cognitive needs. For example, the Talk for Writing curriculum includes a range of age appropriate picture books for New to English classes to use to support learning in English lessons.

7. Special Educational Needs

At Firs Primary School we are very clear that SEN and EAL are not the same. If a child with EAL is making slower than expected progress we first consider the following factors:

Language proficiency

The child may be learning slowly due to limited experience in English. They may not have established sufficient proficiency in any language yet or, they may not be learning because their level of BICs has misled the teacher into setting tasks that are too abstract for the child's language level.

Environmental stress factors

These could be hindering learning both in and out of school. Examples are that the child may be experiencing racism either at home or at school or they may be stressed or traumatised. The family may be under a lot of stress, may have moved frequently or there may be conflicting demands in the home. It may be that the environment in the school is not inclusive and understanding.

Access to the curriculum

There may be barriers created by the school that mean the child is not able to access the curriculum effectively. For example, the child may be discouraged from using his/her first language, there may be few visuals or gestures or the child may have been placed in an inappropriate set.

It is important to work through the list of possible hypotheses for the child's perceived learning difficulties and to keep a thorough record, including recording where information is not known.

Once other reasons for slow progress have been investigated, further assessments are used to identify specific learning needs for pupils with EAL. These include:

- Speech and Language Link (where possible carried out with the support of a translator to assess proficiency in the child's home language)

- Non-verbal ability tests (Naglieri)

- Lucid Rapid dyslexia screening tool

- Fine motor control handwriting assessment

- Physical literacy assessment

- Numberstacks maths assessment

8. Assessment and record keeping

Initial Assessment

New arrivals to the school who have English as an additional language (EAL) are assessed in the following areas within their first week at the school:

- Phonics awareness (English)
- Basic numeracy skills
- Fine motor skills
- Non-verbal ability (using a pictoral reasoning assessment)

This helps to ensure that new pupils are placed in the correct class according to their cognitive learning needs, not just their language learning needs.

Proficiency in English Assessment

Teachers assess the Proficiency in English (PiE) of EAL pupils in their class twice per year; at the end of the Autumn and Summer terms. This assessment is supported by the Bell Foundation EAL Assessment descriptors and establishes whether a child is:

A: New to English

Pupils:

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression

- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases
- Require considerable support to access curriculum content

B: Early Acquisition

Pupils:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
- Still need a significant amount of support to access the curriculum

*During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.*

C: Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Pupils:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
- Need ongoing support to access the curriculum fully

*At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.*

D: Competent

Pupils:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
- Need occasional support to access more complex curriculum material and tasks

E: Fluent

Pupils:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
- Need very little or no support required to access curriculum content and should be working at, or very near, age related expectations

*At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.*

These assessments are saved on the school's information management system (Integris) and help to support leadership decision making, for example the allocation of resources and deployment of support staff.

Statutory Assessments

The school carries out the following statutory assessments:

- EYFS: Assessment of Early Learning Goals
- Year 1: Phonics Assessments
- Year 2: SATS in Reading, Writing and Maths
- Year 4: Multiplication Check
- Year 6: SATS in Reading, Writing, Maths and Grammar, Punctuation and Spelling

All pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals at the end of their Reception Year. Early Learning Goals for 'Literacy' and 'Communication and Language' must be assessed in English, but the other areas of the Early Years Foundation Stage curriculum can be assessed in a

pupil's home language. To support this, in school translators are used if possible, and where this is not an option assessment is supported through the use of visuals where appropriate.

In some cases, it is not appropriate for a child who is very new to English to sit statutory tests, as they do not have enough English language to access the test. Teachers will make the decision on whether to disapply a child with EAL from statutory assessments based on their judgement of whether it is suitable for their needs.

The school follows statutory testing guidance and provides approved support to help pupils with EAL to access tests including, where guidance allows, the provision of translators and/or readers e.g. in maths assessments, additional time (for pupils with low writing or reading speed) and scribes.

Internal Assessments

The school carries out termly assessments in Reading, Writing, Maths and Spelling, Punctuation and Grammar (see Assessment Policy for further information). If a pupil with EAL is unable to access the tests provided, teachers instead provide a teacher assessment level. This is supported by their knowledge of the pupils' performance in class, as well as other assessments such as half termly Read, Write Inc assessments and the Numberstacks maths intervention assessment.

9. Resources

Staffing

New to English/Language Focus classes in Key Stage 2 have additional TA support and, if possible depending on the year group context at the time, smaller class sizes, to ensure that pupils who are New to English, or at an early stage of English language acquisition, have more adult support to help them to access the curriculum.

The school also buys in support from the New Communities Achievement Team (five days per week) and so we have a member of staff in school every day who is able to speak Slovak (our main community language). This supports initial assessments as well as supporting communication with parents from the local Slovak Roma community.

The school also employs additional, part time teachers in Key Stage 1 and Key Stage 2 to support the delivery of interventions and small group teaching.

The school employs a number of support staff who are able to assist with translating communications and resources into Russian, Ukranian, Urdu, Polish, Roma and Slovak if needed.

Dual Language Resources

The school library is equipped with dual language books in a number of the school's community languages.

Visual Support

Communication In Print is used to make visual resources which enable pupils with limited English proficiency to access the curriculum, as well as to navigate day to day school life (for example choosing which lunch they would like during morning registration).

All classes have a visual timetable, and language focus classes also use visuals to support classroom organisation.

Peer Support

As part of the school's annual celebration of European Day of Languages all children throughout the school take part in Young Interpreters Training. This helps children to be aware of the difficulties faced by new arrivals to the school, teaches them strategies they can use to communicate with children who speak a different language, and shows them ways to help new pupils to settle in to school. Where possible, new pupils with EAL are buddied with another child who shares their home language.

Intervention Groups

The school does not have intervention groups specifically for EAL pupils. Intervention is based on assessment of pupil learning needs, and interventions in school include:

- Shine interventions for Reading and Maths based on termly NTS tests (for pupils working near or just below an age-related level
- Numberstacks maths interventions
- Read, Write Inc Phonics interventions
- Speech and Language Link
- Physical Literacy
- Pre and post teaching of key learning (based on ongoing assessment for learning)

Pupil Premium and EAL

A large percentage of the school's pupil premium pupils are also EAL. Pupil Premium funding is deployed based on analysis of barriers to learning for disadvantaged learners and is not spent on a pupil by pupil basis.

Research has shown that the most effective way to raise attainment is through quality first teaching. A significant proportion of Pupil Premium Funding is therefore focused on staff CPD. It is our view that teaching strategies which support learners with EAL to access the curriculum in fact benefit *all* learners.

Refer to the Pupil Premium Strategy Statement 2021-22 for further information.

10. Parents/carers and the wider community

Parents are welcomed to the school during their child's initial induction meeting. They have a tour of the school (supported by a translator where possible) and are provided with key documents which explain the school's expectations (for example, of attendance, uniform and behaviour) and daily school routines and organisation. These documents are supported by visuals as we understand that many parents may speak little, or no English.

The school uses a variety of methods to maintain ongoing communication with parents including:

- The translation of letters home into Slovak

- Text messaging

- Google Translate on the school's website

- Phone calls home supported by New Communities Team translators

- New Communities Achievement Team translators available at parent evenings

There are also a variety of options for parents to become involved in family learning sessions run by the Learning Mentor which include healthy eating/baking sessions.

The school also hosts Level One English lessons for parents who wish to develop their English skills more formally.

There are numerous opportunities each year for parents to become involved in the life of the school which include:

- Workshops delivered by teachers to explain aspects of teaching (e.g. EYFS Phonics Workshops)

- Pupil performances (e.g. Symphonia Viva and Violins performances)

- Curriculum open days (e.g. baking in Year 1)

The school has a 'Parental Engagement Coordinator, who monitors parental involvement, ensuring that opportunities meet the needs of the local community and targeting harder to reach families.

Translating and Confidentiality

At Firs Primary school we never use children or parents to support with the translation of any information that may be sensitive and/or confidential. The school employs a number of support staff who are able to translate in a number of languages in these instances. If another language is required, the school is able to access an even wider range of translators via the New Communities Achievement Team Sold Service.

11. Key responsibilities and staff development

EAL Coordinator

The EAL Coordinator is responsible for monitoring the progress and attainment of pupils with English as an additional language through; lesson visits, pupil and parent voice, book scrutinies and analysis of assessment data.

They review and adapt the initial assessment and induction procedure to ensure it continues to meet the needs of pupils as well as providing the information needed by teachers to inform their planning.

The EAL Coordinator supports teaching staff by organising and/or delivering staff CPD in response to any issues arising from monitoring.

The EAL Coordinator attends EAL Network Meetings to ensure they remain informed about best practice in this area, and this information is deiminated to senior leaders and teaching staff as appropriate.

Teachers

Teachers are responsible for the attainment and progress of pupils with EAL in their class. They should raise any concerns over pupil progress with the SENDCo and EAL Coordinator.

Teachers are responsible for adapting the curriculum and providing resources to enable children with EAL to access learning.

12. Monitoring, review and evaluation of policy

This policy was reviewed by the EAL Coordinator in September 2021 and will be reviewed again in September 2022.

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[i] https://www.colorincolorado.org/faq/what-are-bics-and-calp

[ii] As above