



Policy No: 16a(1)

OUR LADY'S ABINGDON (OLA) ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy, which applies to the whole school, is publicly available on the OLA website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the Designated Safeguarding Lead.

Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2022
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

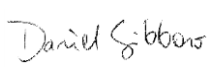

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Head
- This policy was last reviewed agreed by the Governing Board in September 2022 and will next be reviewed no later than September 2023 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Reviewed: September 2022

Next Review: September 2023

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

1. Introduction:

Having students from a diverse range of backgrounds within OLA's learning community enhances our learning experience and enriches our knowledge and understanding about the world. The EAL policy exists in order to ensure that we are truly celebrating every individual, and ensuring that EAL students are fulfilled, successful and happy. EAL provision is made through the SEND department, led by the SENDCo or LSLSC. It is recognised that pupils come from a variety of backgrounds and that they have a valuable contribution to make to the OLA community. All pupils need to feel safe, accepted and valued in order to learn. As a school, we recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, celebrating diversity, emphasising common values and challenging prejudice. (Refer to OLA's *Equalities Policy*, *Community Cohesion Policy* and *Anti-Bullying Policy*). The home language and background of all pupils are valued and respected.

2. Aims:

OLA is committed to providing appropriate teaching and resources for pupils for whom English is an additional language. Members of staff continually strive to raise the achievements of all of the pupils, including those for whom English is an additional language.

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

English as an Additional Language Policy: Reviewed September 2022

Pupils for whom English is an additional language can heighten awareness of other countries, cultures, religions and languages. Such pupils also help other pupils in the school realise the need to speak different languages in order to communicate. Furthermore, their presence helps to develop such aspects of PSHE as the awareness of others and their needs. Members of staff recognise that English should not replace the home language. English will be learned in addition to the language skills already learned and being developed within the language community at home.

Teaching pupils for whom English is an additional language is based on the following key principles:

- Language is central to our identity.
- Many concepts and skills depend on and benefit from a well-developed home language.
- Literacy in a home language enhances subsequent acquisition of EAL.
- Effective use of language is crucial to the teaching and learning of every subject.
- Language develops best when used in purposeful contexts across the curriculum • The needs of EAL learners are best met by careful, targeted curriculum and lesson planning.
- All languages, dialects, accents and cultures are equally valued.

We aim to raise the attainment of minority ethnic students by:

- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible;
- providing EAL students with opportunities to hear/read good models of English and extend their knowledge/use of English;
- providing additional in-class and IELTS support from the LS Department to these students;
- developing an understanding of and valuing students' home languages;
- using visual and auditory resources;
- assessing students with EAL to establish their needs and progress and
- liaising with the SENDCo and LSLSC in identifying students who may additionally have SEND.

The policy aims to raise awareness of OLA's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement. Displays and resources reflect linguistic and cultural diversity wherever possible.

The main aims of this Policy are to set out the strategies used to help those pupils who know little English, or who are in the process of learning English when they enter the school, to be able to:

- use English effectively and clearly for a range of audiences;
- access all aspects of the curriculum;
- raise their standard of achievement in all school subjects;
- participate in all aspects of the life of the school (including sport and co-curricular activities);
- have their cultural background acknowledged and respected by all pupils and staff;
- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading and
- are supported in their preparations for their next step in their academic careers.

Key Principles of additional language acquisition

- EAL pupils are entitled to access the full curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper/detailed and can require continuing support for up to seven years.
- Language develops best when used in purposeful contexts across the curriculum.

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- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling correct uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Our success will be determined by the extent to which we achieve:

- high standards of EAL training and curriculum content for EAL students;
- good leadership and management of EAL;
- students with EAL are sufficiently challenged and supported so they can reach their potential;
- support takes account of students at the early stage of language learning; support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson;
- the offered curriculum is relevant and sensitive; the Leadership Team (LT) is involved in the monitoring, deployment and quality of provision for the support of minority ethnic students
- links with parents are good.

OLA Context:

- EAL pupils come from a variety of backgrounds. Some are from well-established communities, while others are new to the language and culture of this country.
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.

At the admissions stage, information is gathered about:

- Pupil's linguistic background (using UKISET where appropriate) and competence in other language/s.
- Pupil's previous educational experience.
- Pupil's family and biographical background.

3. Identification of EALneeds: EAL needs are identified through a range of methods, including:

- on entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings
- by teaching staff recognition of the particular needs of a child, which should be fed back to the SENDCo and LSLSC;
- through individual meetings with the SENDCo and LSLSC and with the Head of Languages faculty where appropriate (e.g. where the language spoken is one that is taught within OLA, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision);
- through discussion with external professionals e.g. tutors, previous teachers, etc and
- through parental information.

Parents/Guardians are asked to inform OLA of any language needs their child may have on entry. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the students have been identified and assessed, the SENDCo or LSLSC will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

4. Teaching and learning:

Provision for Learning Needs: The SENDCo and/or LSLSC will respond to any SEND that an EAL student may have. Communication with the parents and the student will be conducted first, to identify any difficulties in their mother tongue. Comparisons between mother tongue and English may be made, if they are at stage 3 or below on the EAL list.

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EAL students can join OLA mid-year. They are supported within the timetabled lessons to catch up on missed material and to complete any missed coursework. Students with EAL will be differentiated for, in accordance with SEND policy. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the student, and the methods in which they work best. Teachers will be advised and supported by the SENDCo or LSLSC as to suitable methods for each child. Subject support is provided for students in the sixth form if necessary, either by self-referral or referral by subject teachers. This may take the form of additional lessons arranged in a pupil's study periods or free time.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques, role play and group activities. Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

At OLA, all of the pupils follow the curriculum for their year group. Pupils with English as an additional language do not produce separate work.

As part of their planning teachers:

- set clear learning objectives;
- identify the language and vocabulary demands of the lesson;
- take account of the linguistic, cultural and religious backgrounds of the pupils;
- plan differentiated opportunities matched to the individual needs of EAL pupils;
- identify appropriate materials and resources to enable all pupils to participate in lessons;
- use visual support for lessons including posters, pictures, photographs, artefacts and demonstration where appropriate;
- identify opportunities for collaborative activities that involve purposeful talk, and encourage and support active participation where appropriate;
- identify opportunities to focus on the cultural knowledge explicit or implicit in texts;
- identify opportunities for pupils to access ICT to facilitate and reinforce learning;

Spoken and written language is developed by:

- providing a range of opportunities for pupils to engage in speaking and listening activities in English with their peers/adults;
- ensuring that vocabulary work covers the meanings of technical words and common key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- ensuring that talking is used to support writing when appropriate;
- using drama and role play to support learning when appropriate;
- providing a variety of writing in other languages as well as in English;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging pupils to transfer their knowledge, skills and understanding of one language to another;
- building on pupils' experiences of language at home and in the wider community, so that their developing use of English, and other languages, support one another;
- using repetition and alternative phrasing to support language development;

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- modelling the different uses of language;
- providing positive feedback and reinforcement of accurate usage of the language;
- using different contexts for the development of pupils' language;

Teachers help EAL students by various means including:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- providing support within small-group intervention strategy programmes also involving non-EAL students;
- providing advice and training for staff members and
- building on student's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;
- self-confidence through praise and
- stimulating and enjoyable learning situations and

Use of ICT: ICT is a central resource for learning in all areas at OLA and is used when relevant for meeting the needs of EAL students.

Members of staff recognise that pupils will usually understand more than they can articulate and that it is important that pupils do not feel under pressure to speak until they feel confident. However, adults continue to talk to pupils with the expectation that they will respond. Pupils' non-verbal communications are responded to positively and the pupils' peers are encouraged to respond similarly.

Lists of pupils who speak languages other than English at home and pupils for whom English is an Additional Language is maintained by the SENDCo. These lists are updated as and when necessary. An inhouse EAL tutor may assess pupils as they arrive in the School as to the extent of their spoken and written English. UKiset test information may also be provided by the Director of Admissions. This information is used to advise class and subject teachers as to any adaptation of approach or additional resources that may be helpful for the child. Parents will be consulted as well.

5. Modern Foreign Language and Latin study

Languages at OLA are compulsory in Years 7-9 and optional at GCSE. However, for a small number of pupils, taking a modern foreign language right through to Year 9 is not viable. This may be because they have EAL/SEND needs or because they may have never previously studied a language. Pupils must meet a set of stringent criteria before a recommendation is made by either a parent or a teacher for a pupil to drop language study. If the decision is made for a pupil to be removed from core language lessons, the pupil will move onto a parallel programme where lessons are devoted to improving the pupil's literacy and numeracy skills, in small groups. SEND or EAL interventions may also be delivered, where relevant and appropriate, during these lessons. Similar principles apply to the study of Latin. In exceptional circumstances a pupil may be withdrawn from Latin lessons and placed instead in a small group SEND/EAL intervention or given supervised time to engage with their other subjects.

6. Planning, Monitoring and Evaluation

- Targets for EAL students are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL students incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about students' developing use of language.

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- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- Support will be provided in various forms, including induction classes for complete beginners in English.
- However, following the arrival of all EAL students at OLA, the on-going assessment of a pupil's academic progress may indicate a need for EAL support and all staff are invited to address concerns about a pupil's proficiency in English to the SENDCo.

7. Special Educational Needs, More Able and effective EAL support:

- Most EAL students needing additional support do not have SEND.
- Should SEND be identified, EAL students have equal access to OLA's SEND provision.
- If EAL students are identified as Gifted and Talented, they have equal access to OLA's provision.

The additional support beyond the classroom, available through the SEND department will take following form:

Key Stage 4

Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature. Those who would find the GCSE curriculum too difficult or inappropriate will receive timetabled EAL lessons.

Key Stage 5

Where necessary, sixth formers are recommended two lessons of EAL a week during their study periods. Students may work towards the IELTS examination which is required by many universities in the UK and abroad.

8. Assessment:

EAL students may be entitled to 10% extra time in GCSE examinations only, if they have been a resident in the U.K. for 3 years or less, and they had not been previously educated in English. EAL students are all entitled to use a bilingual dictionary, for exams where this is allowed, and they are entitled to the 10% extra time if it is their normal way of working, due to evidence gathered that using the dictionary slows them down.

A level students are not entitled to 10% extra time at all, though they are allowed to use a bilingual dictionary. The dictionaries used for formal examinations must be kept in OLA at all times and regularly checked by the examinations officer. All of the pupils at OLA are assessed regularly to ensure that they are progressing. Further details of the assessment processes are set out in the *Assessment, Recording and Reporting Policy*. Members of staff ensure that assessments are accessible to all pupils, including those for whom English is an additional language. Staff members aim to ensure that assessment materials are not culturally biased.

The teachers are responsible for monitoring the progress of all the pupils they teach, and for ensuring that pupils for whom English is an additional language are not disadvantaged. The SENDCo oversees the progress of all these pupils at the school.

- All EAL pupils are entitled to assessments as required.
- Progress in the acquisition of English is regularly assessed and monitored.
- Staff should have regular liaison time to discuss pupil progress, needs and targets.
- All assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

9. Parent partnerships: At OLA, members of staff strive to encourage parental involvement by:

- using plain English in communications with parents;
- identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible;
- recognising and encouraging use of the first language;
- helping parents understand how they can support their children at home, especially by continuing the development of their first language;

10. Professional development: All staff are provided with opportunities for training on EAL through the SENDCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within OLA.

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The Lambeth EAL Scales

English as an additional language scales – Lambeth EAL Scales: School staff need a common understanding of the stages of progress made in learning EAL. OLA uses the Lambeth four-point scale, shown on the following pages, for each key stage. These descriptors are based on ones developed by Hilary Hester, for the Centre for Languages in Primary Education, which until recently were the basis for assessment in most LAs.

‘Best Fit’ for recognising progress: The Lambeth Scales are used at OLA to arrive at a ‘best fit’ overall stage for each pupil. Research into second language development has shown that it is normal for pupils to advance the different skills at differing rates. Therefore, if a pupil has for the most part achieved the descriptors of one stage, they have achieved that stage even if some aspects are still being developed, and these can form a focus for support.

EAL Pupils with Special Educational Needs: A pupil with a particular special need related to language or learning should have this taken into account when assessing his or her use of English. For example, a profoundly deaf pupil might read and write fluently but not be able to speak. They would be a Stage 4 pupil with a statement for hearing impairment.

Alignment with national norms: Any student achieving normal target levels in English for their key stage would be expected to be Stage 4 unless there are specific underlying factors. These would provide a focus for further support.

Summative Assessment: The stages outlined below are intended for summative use. They should not preclude the use of the more detailed profiling descriptors for assessing development across the skills of speaking, listening, reading and writing, which follow this introduction.

Stage 1 - New to English: Newly arrived pupils with no or very little English

Stage 2 - Becoming familiar with English: Pupils may be more proficient orally – able to make themselves understood – but they still require sustained support for developing reading and writing.

Stage 3 - Becoming a confident user of English: Able to participate in most classroom activities. May sound like a native speaker but have difficulties with complex sentence constructions, academic registers, idiom and other cultural references.

Stage 4 - A fluent user of English in most social and learning contexts: These pupils will demonstrate (near) native fluency and will continue to improve according to their age.

These stages should be regarded as a continuum. They therefore represent broad bands of development. Teachers may feel that some pupils are ‘between’ stages or just entering or leaving a stage. Therefore, some sensitivity and a detailed knowledge of the pupil’s performance across the curriculum is required when giving a ‘best fit’ stage. School staff need a common understanding of the stages of progress made in learning EAL.

QCA ‘A Language in Common’

For early stage learners, the QCA publication *A language in common* (2000) gives extended scales for the English National Curriculum to describe early language development. Teachers in school need to be aware of the extended scale and may wish to use it to facilitate dialogue between teachers and to establish shared assessment procedures. Questions remain about using the extended scales for more advanced users and for older learners. ‘A language in common’ can be downloaded in full from the QCA website (www.qca.org.uk)

Pupils of African origin

If a child’s family has migrated from a Commonwealth country (Ghana, Nigeria, Kenya, Tanzania etc) then it is likely that some English has always been spoken at home, in addition to other languages. A careful judgement needs to be made about whether the pupil is a second language learner or is more correctly a Stage 5 (native English speaker). If a child’s family has migrated from a non-Commonwealth country (DR Congo, Angola, Somalia etc) then it is overwhelmingly likely that the pupil’s first language is not English. However, the parents might be fluent in a European language (French, Portuguese) or Arabic in addition to one or more African languages.

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