

English as an Additional Language Policy



The Department for Education (DfE) defines 'first language' as: ***'A first language other than English should be recorded where a child was exposed to the language during early childhood and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development, the language other than English should be recorded irrespective of the child's proficiency in English.'*** Current advice from the DfE, according to the guidance for the School Census spring and summer 2014 (p 37)

This means that if they are an EAL learner when they start school at 4/5 years old, they will be classified as an EAL learner throughout their education at Queen's.

Aims of this policy

- To ensure there is a consistent approach across the Queen's School to supporting our EAL pupils and helping them to progress quickly and successfully.

Assessment

- EAL pupils are assessed according to their EAL stage (see Appendix 1)
- EAL pupils' progress and attainment is tracked closely to monitor their progress, support is then targeted to where the needs have been identified.
- Methods for monitoring progress are via class teacher assessment (ongoing and termly), data progress meetings with the SENCo/Inclusion manager, Headteacher, Assessment Coordinator (termly).
- The EAL co-ordinator closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy and this is overseen by the Inclusion Manager.

How do we help our EAL Pupils progress?

To help our pupils to access the National Curriculum as quickly as possible by:

- Assessing pupils with EAL to establish their needs and progress
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Using accessible texts and materials that suit children's ages and levels of learning
- Providing support through ICT, video or audio materials, dictionaries, readers and amanuenses where possible and appropriate
- Setting aspirational targets in English for targeted children
- Providing a range of reading materials that highlight the different ways in which English is used
- Expecting a steep trajectory in progress as English skills progress, and if this is not seen, then further investigations into what the barrier is to learning
- Constant review to check that the provision is correct for the child

Appendices:

1. EAL stages
2. Resources (school view only)

Appendix 1 EAL Stages

STAGES OF LANGUAGE DEVELOPMENT

Stage 1

Can understand very basic classroom instruction, very limited command of English.

Stage 2

Can cope with simple classroom instruction but has difficulty with extended talk. Limited literacy skills.

Stage 3

Can engage in written and spoken tasks but still limited and in need of support to match peer group level.

Stage 4

Can operate successfully, no need for additional support.

Stages in more detail:

Stage 1

The L2 learner at this stage responds to simple instructions but more complex instructions are difficult for the pupil to follow. The pupil will engage in peer conversations but will not readily participate in group discussions. Their utterances are short and they may use single words and phrases instead of sentences. Pupils at this level have a limited reading vocabulary of basic words and short sentences. Pupils will be able to copy or compose very short sentences related to a picture or artifact or activity. By the end of this stage, L2 learners will be initiating some classroom talk and reading and writing short sentences. Their receptive understanding will noticeably exceed their English language production skills.

Stage 2

The L2 learner at this stage can cope with simple classroom instructions and discussions but will find extended talk difficult. The learner may have greater understanding of what is being talked about but will find it difficult to initiate discussions. Their sight vocabulary and decoding skills will have increased but when reading aloud their intonation may sometimes suggest that they do not understand what they are reading. At this stage they can initiate their own writing to convey meaning but there will be many inaccuracies. By the end of Stage 2, their social language skills in English are developing well, but they will still need considerable support in reading and writing.

Stage 3

At this stage L2 learners can cope well with most classroom tasks. They can participate in classroom discussion, initiate talk and ask questions but more formal language use may present difficulties. In contrast, in informal social contexts, their language skills may appear very competent. Their reading may appear competent but at a lower level of expertise than their monolingual peers particularly when reading academic or more abstract texts. Stage 3 learners continue to experience difficulties with tense, spelling and structural aspects of writing, particularly with more formal writing assignments.

Stage 4

At this stage, L2 learners are considered to be at a level of English language development comparable to their monolingual peers where specific language support is no longer needed.