

St. Lawrence College Junior School EAL (English as an Additional Language) Policy



Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

Issued: 2021

INTRODUCTION

The purpose of this policy is to outline the junior school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language. This policy applies to pupils in the junior school.

DEFINITION

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are bilingual and all those at different stages of learning English.' EAL pupils will need varying levels of provision.

EAL pupils may be:

- newly arrived from another country and school
- newly arrived from another country, but an English speaking school
- born in a country where English is not the first language, but moved to Greece at some point
- born in Greece in a family where the main language is not English

RECOGNITION

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language. The school structure, pastoral care and overall ethos help EAL pupils integrate into our school whilst valuing diversity. Bilingualism is viewed as a positive and life enriching asset. Parents and prospective parents will be provided with the particulars of our EAL provision.

ASSESSMENT

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English, the following methods may be used:

- Information from the application form

- Information from interviews with parents/guardians
- Information from the previous school
- Information from initial assessment papers

Initial assessment is undertaken by a class teacher (EYs & KS1) or an EAL teacher (KS2) on arrival. In assessment of EAL pupils, competence in English is categorised on a six-point scale of attainment.

LEVEL	DESCRIPTION OF CURRENT ATTAINMENT LEVEL	SUPPORT IN EYS &KS1
		SUPPORT IN KS2
1 (New to English)	Uses first language for learning and other purposes	Full timetable of mainstream lessons with in-class TA support/resources/time
	May remain silent	
2 (Early acquisition)	Will copy or repeat some words or phrases	Attends EAL class plus PE, art, music & computing in mainstream
	May understand some basic everyday expression supported by non-verbal gestures	
	May have minimal or no literacy	
	Follows day to day social communication	
2 (Early acquisition)	Participates in learning activities with support	Full timetable of mainstream lessons with in-class TA support/resources/time
	Is beginning to use spoken English for social purposes	
	Understands simple instructions	
	Can follow narrative with visual support	
	Has developed some skills in reading and writing	
	May be familiar with some subject specific vocabulary	
	Attends EAL class plus maths, PE, art, music & computing in mainstream	

3 (Threshold)	<p>Participates in learning activities with increasing confidence</p> <p>Is able to express self orally on familiar topics with structural inaccuracies</p> <p>Literacy requires ongoing support</p> <p>May be able to follow more abstract concepts and more complex written English</p>	Full timetable of mainstream lessons with in-class TA support/resources/time
		Attends EAL class plus maths, science, PE, art, music, computing & PSHE in mainstream
4 (Secure)	<p>Oral English is developing, enabling engagement across the curriculum with structural inaccuracies</p> <p>Can read and understand texts except where concepts are abstract, or nuances are needed</p> <p>Written English conveys ideas but still contains inaccuracies when more complex structures are attempted</p> <p>Can use reading as a tool for learning</p>	Full timetable of mainstream lessons
		<p>Attends mainstream class but joins EAL for up to 10 periods of English each week.</p> <p>Does not take MFL lessons except Greek if a native speaker</p>
5 (Consolidating)	<p>Oral English is developing well, enabling engagement across the curriculum</p> <p>Can read and understand a wide variety of texts</p> <p>Written English may lack complexity and contain occasional errors in structure</p> <p>Needs some support to access subtle nuances of meaning and refine English usage</p> <p>Developing abstract vocabulary</p>	Full timetable of mainstream lessons
		<p>Attends mainstream class but joins EAL for up to 10 periods of English each week.</p> <p>Native speakers may take Greek/other MFL lesson (but not a new language) so may attend EAL class for 2-3 lessons per week</p>
6 (Competent)	<p>Can operate across the curriculum to a level of competence equivalent to that of a pupil with</p> <p>FLE (Fluent Level of English)</p>	No support needed
		No support needed

PROVISION

Provision for learning needs is best expressed in terms of ‘learning support’ - an umbrella term indicating the provision for a variety of types and levels of need. This provision encompasses curriculum planning, support by differentiation for individual pupils or groups of pupils within the classroom, support for those responsible for teaching these pupils, and supplementary provision.

EAL pupils will be provided with opportunities to make good progress. Class teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting. Our school aims to address the needs of EAL pupils within an appropriate classroom setting. EAL pupils receive focused support according to their level of English as follows:

- **EYs & KS1:** All pupils are members of the mainstream class and follow the same lessons as their English-speaking peers. In class, their needs are catered for via a teacher’s planning, preparation and provision of resources, including extra time to attempt tasks, modified material, relevant manipulatives and physical resources, appropriately modified expectations and focused TA support.
- **KS2:** With 2 EAL classes currently, LKS2 & UKS2 (Lower and Upper Key Stage 2), pupils who join the junior school at Level 1 or 2 are taught English as a priority in their EAL class. The pupil therefore belongs to two classes – their EAL class and their mainstream class.

LEVELS

- **Level 1** (New to English) or **Level 2** (Early acquisition): the mainstream class timetable is followed for the following lessons – maths, PE including swimming, computing, art, music and library time. The EAL timetable is followed for the remainder of each day. A bilingual printed dictionary can be used in lessons including reviews and tests, except EAL vocabulary tests.
- **Level 3** (Threshold): the mainstream class timetable is increasingly followed. The EAL pupil is introduced to further subjects in this order: science, geography, history, PSHE, P4C. Differentiation in these lessons allows for the EAL pupil to progress at their own pace but achieve definite targets. A bilingual printed dictionary can be used in lessons including reviews and tests, except EAL vocabulary tests.
- **Level 4** (Secure): the pupil attends the mainstream class and follows a full timetable. This includes potentially following other languages – Greek and another MFL (French/Spanish/ Chinese). This may happen within the first year of attendance at St Lawrence College or usually at the beginning of the second year. In exceptional circumstances the pupil may continue for part of their second year at St Lawrence College in EAL. A bilingual printed dictionary can be used in all lessons and mainstream class tests.
- **Level 5** (Consolidating): Some extra support will be given to the pupil who is now a full-time member of the mainstream class. Differentiation takes account of the pupil’s ability to achieve set targets. The pupil may follow English in the EAL class rather than the mainstream class and may not begin a new foreign language but continue some EAL English during those 2-3 lessons per week. A bilingual printed dictionary can be used in all lessons and mainstream class tests.

- **Level 6 (Competent):** There is no specific language support for the pupil at this level. A bilingual printed dictionary can be used in all lessons and tests.

MONITORING AND RECORDING

- It is the responsibility of both the EAL teacher and mainstream class teacher to track and record the progress and achievement of their EAL pupils.
- The six-point scale of attainment which clearly indicates the EAL pupil's changing levels of achievement is kept up to date and shared with senior leaders.
- Changes in the EAL pupil's timetable are immediately shared with senior leaders and parents.

SPECIAL EDUCATIONAL NEEDS AND DIFFERENTIATION

EAL pupils are not children with SEND (Special Educational Needs & Disabilities) and our school recognises that most EAL pupils needing support with their English do not have SEND issues but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

We recognise that most EAL pupils needing support with their English have skills and knowledge in their mother tongue similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

COMMUNICATION

Parents and teachers will work together in the best interests of pupils with EAL.

Teachers will share with parents all areas of noteworthy achievement and positive progress, as well as any areas of concern that arise.