

EAL Policy 2022-2023

Our vision is to identify and meet the needs of those students at Al Yasmina Academy (AYA) who are classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school. Furthermore, we will identify and meet the needs of those students who are 'English Language Learners' (referred to as ELL).

1. Aims

AYA is committed to meeting the needs of students with English as an Additional Language.

Whilst being clear that EAL is not synonymous to SEN (POD) or a 'learning difficulty', the school acknowledges that EAL students often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure EAL and ELL students have full access to the curriculum (and other School opportunities).
- Ensure differentiation of ELL students on the ELL register and communicate individual needs and recommended teaching strategies to subject teachers and inclusion staff
- Be proactive in removing any barriers that stand in the way of our EAL and ELL students fulfilling their potential.
- Provide our EAL and ELL students with a safe, welcoming environment where they are accepted, valued and encouraged to participate in all aspects of school life in order to flourish academically and socially.

2. Terminology

- **EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.
- **EAL is the common acronym for English as an Additional Language, used in British and International schools. It describes those learners who do not speak English as their first language and is defined by the DfE as 'where the learner has been exposed to a language**

other than English during early development and continues to be exposed to this language in the home or in the community’.

- ELL is a student is or below in the CEFR Framework or B1 but scores particularly low in any of productive or receptive skill. These students will need help to access the UK curriculum.

3. Context

As of September 2022, 435 students at AYA are identified as ‘EAL’ and speak a language other than English as their ‘first’ or ‘common’ language.

58 are classed as ELL as well as EAL. The majority of students classed as ‘ELL’ are Emirate boys.

A variety of first languages, other than English, are spoken by students in our School. The most common languages used are Arabic and English, followed by Korean

Year Group	KS3 (7–9)	KS4 (10&11)	KS5 (12&13)	Total
No of students on roll:	502	247	186	935
Girls	229	122	82	433
Boys	273	125	104	502
UAE	205	58	35	298
POD	63	26	17	106
EAL	276	100	59	435
ELL	44	8	6	58

4. Key Principles

The EAL Lead regularly raises awareness of the following points with all teaching staff through CPDs, talks in individual department meetings, learning walk feedback, whole school emails and meetings with EAL and Literacy CoP reps.

For students from non-English speaking backgrounds, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society. As an inclusive school, we view the fulfilment of this amongst EAL students to be a fundamental part of our school ethos.

- **A learner learning English will typically take two years to acquire a level of social English referred to as Basic Interpersonal Communication Skills – BICS. However, to learn the academic language of school - Cognitive Academic Language Proficiency – CALP – learners will take five to seven years on average and maybe longer if the first language is not well developed.**
- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional/ **distinct** need which is primarily language acquisition – it is separate / distinct from additional needs **identified and supported by the Inclusion Team. However, there are times when the EAL lead and the Inclusion team will work together to support a child whose needs are both EAL and SEN.**
- EAL students are not automatically ‘lower ability’ – and should not be labelled / treated in this way. Teachers identify accurately the differences between language proficiency and that of lower ability.
- EAL students (will have potential strengths as well as additional needs) **EAL LEARNERS are a distinct group of learners and understanding their distinct status enables Al Yasmina to ensure accurate and effective provision to enable the highest outcomes for our students. Understanding what is distinctive raises the visibility of EAL across the curriculum.**
- The development of a child’s first language is vital to the success of the second language. The skills gained in the mother tongue are readily transferred to a second language.
 - a) First language development supports second language development.
 - b) Second language learning outcomes are influenced by age, first language development, types of language provision
 - c) Accessing prior language acquired from the first language is important
 - d) Fluency takes up to 5-7 years to acquire academic English.

- In order to ensure the use and development of language skills and recognising the important impact it will have on second language development, we...
 - a) Ensure parents understand this important fact through 'leaflet's and Parent Information Evenings.
 - b) Parents are encouraged to translate and support their child's learning.
 - c) Pre learning in first language is encouraged to develop cognitive and linguistic abilities and to make transfers to new language learning.
 - d) Vocabulary and sentence structures in English are explicit.
 - e) Raising the profile of each child's language, whether minority or majority, is prioritized through: mystery readers (encouraged parents to read in own language to the classes); display in the classrooms and school; translated important information to parents; provision of ESL resources home; shared language targets, provision of interpreters during PTC or other meetings....

'Every good ESL teacher knows that a fundamental strategy... is to lower the affective barrier, that is, to create conditions for learning in which the students can feel at home... and can make any sort of oral contribution...' This will increase self-esteem, motivation and participation.

Therefore the recognition respect of all languages spoken, contributes to a social-emotional and cultural dimension to catering for the needs of EAL students seen through recognition of the vital role of first languages spoken.

5. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove any barriers that stand in the way of our EAL and ELL students' achievement and inclusion. **All teachers ensure quality first teaching occurs in their classroom, and are responsible for the accurate assessment, and subsequent provision through careful planning and target setting.**

The 'EAL Lead' is Rachel McLean who oversees development and day-to-day coordination of EAL and ELL provision..

Responsibilities of the designated 'EAL Lead' include:

- Promoting the ELL referral process to all secondary subject teachers
- Carrying out assessments and observations of potential ELL students and making decisions on support to be provided (i.e. ELL intervention sessions, in class support etc..)
- Writing and overseeing the implementation of medium-term schemes of learning for ELL intervention sessions

- Auditing EAL and ELL provision throughout the school and carrying out EAL and ELL needs analysis for each department
- Upskilling inclusion and teaching staff to provide extra in class support for ELL students
- Identifying incoming EAL students, with support of the Pastoral Team.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that EAL students are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of EAL students
- Maintaining a register of all EAL students who have been referred to EAL Lead for assessment but do not need to be withdrawn to ELL intervention group. Their specific needs (as identified by referring teacher and EAL Lead) will be addressed through EAL support strategies in class and evidenced to EAL Lead.
- Maintaining an ELL register of all students withdrawn from MFL classes for ELL intervention sessions
- **Collating data on all students (new and existing) about language proficiency which links the language profiles of our students**
- **Analysing key data on EAL and ELL students to identify and support provision across the school, and advise on interventions necessary.**
- **Liaising home communication to parents regarding the importance of language acquisition and importance of home language.**
- **To support, advise in the provision of resources to support the various levels of language proficiency.**
- **To support and advise on EAL provision across the curriculum with Heads of Department and class teachers.**
- **To identify and work with the Inclusion Team to best support those children with both SEN and EAL needs to support provision.**
- **To provide or initiate the necessary training to ensure understanding of the distinct nature of EAL and monitor its impact on teaching and language provision.**

EAL and Literacy CoP

Each department/year group will be represented on the Secondary EAL and Literacy CoP. The role of the CoP representative will be to trial EAL strategies, undertake CPD, share best-practice and disseminate this across their respective departments/year groups. Literacy is also included in this CoP as many of the characteristics and literacy teaching and learning compliment good EAL practice

6. Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach students on how to learn - as well as teaching our subject.
- Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.
- ***Every teacher is a teacher of English as an Additional Language and the impact on our EAL students is established through:***
 - ***Our understanding of students' language proficiency and previous learning,***
 - ***Our knowledge and understanding of language acquisition and development.***
 - ***Our accuracy and ability to assess and plan next steps.***
 - ***Our ability to put this into the curriculum and integrate the learning needs within the content.***
 - ***Our passion and ability to motivate language learning, fostering the 'have a go' and respect the steady and long, but rewarding journey of language acquisition***
 - ***"The new Teachers' Standards (DfE, 2011) which apply to all trainee and qualified teachers note that every teacher must: 'adapt teaching to respond to the strengths and needs of all pupils'. They must 'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them'. (Standard 5).***

7. Placement

Without exception, in Secondary we recognise that EAL students:

- Have a right to a full timetable, with equal access to the whole curriculum.

- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / POD students for reasons of LSA support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment. In all cases, the EAL Lead will use evidence from a subject teacher who will have completed the ELL referral form, a 'book look' carried out by EAL Lead to assess writing and to build a picture of that student's access to the curriculum. In some cases, EAL Lead will observe the student in class. In addition to this, CATS scores will also be assessed (see 'EAL strategy')

In Primary:

- Our students will be integrated into our classrooms and will be supported through quality first teaching and accurate assessment of speaking, listening, reading and writing.
- The strategies include classroom organisation, differentiation, language focus, marking feedback and communication with home.

Classroom Organisation – These strategies are often small but significant adjustments to daily classroom management, which can make a huge difference to the learning of a pupil with EAL. Many of the strategies under this heading require no special preparation or materials.

Ongoing Differentiation – Some of these strategies refer to ways of adjusting how we communicate with the learner and present information to them, others suggest adaptations to learning content which take place at the lesson-planning stage. Most of these adaptations are likely to benefit other learners in the class by making learning content more accessible. This section is also to do with providing opportunities for the learner to experience and practise English in different situations.

Language Focus – As well as exposure to the English language through hearing, seeing and using it in school, EAL learners require opportunities to actively develop their English language through explicit, targeted language development work. Much of this work can be undertaken whilst undertaking normal classroom activities, where the vocabulary, grammar, style, pronunciation and structure of the English language is presented within an authentic context.

Marking and Feedback – The classroom support strategies within this section focus on providing EAL Learners with feedback to help develop their English Language proficiency. These strategies should help guide EAL learners to a better understanding of their strengths and weaknesses and target areas that need work.

Communication with Home – The classroom support strategies in this section signpost a number of easy ways to develop first language skills and aid English language acquisition.

- 'Placement' is determined by the strategies employed and can range of sitting with a same language learner/first language buddy, or supportive language models for the student or in a group of children. It is driven by the need of the student identified during assessment by the teacher.

8. Admissions, Identification and Tracking

- The School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building

up of 'learner profiles' on EAL students' linguistic background and previous educational experience is crucial in planning future support.

- **Details of year 6 students on primary EAL register is shared with secondary EAL Lead and Inclusion team. All students on this register are tested in first half of term 1 (year 7)**
- All EAL students in **Secondary** will be graded with reference to their scores on the EAL test
 1. Compilation of an *EAL Register*.
 2. Highlighting of students who are a 'Cause for Concern' based on background information, attainment data and pastoral feedback.
 3. ELL register details the level of need which is to be shared with all teachers for appropriate provision to be put in place. This can be found on Microsoft Teams 'Key Information' and X Drive – X drive – secondary – HoDs – EAL and ESL – EAL and ESL important information. Emails are sent to all staff each time the ELL register is updated. An EAL register is available on X drive – Secondary -HoD – Eal and ELL - New Teacher Referral List, which lists all EAL students who have been flagged as needing extra support and / or have been referred to EAL Lead for assessment.
- EAL and ELL students will be monitored as part of the HoDs data analysis within subjects/departments. All staff have been made aware and are regularly reminded by EAL Lead and EAL CoP reps where to find the ELL register and EAL (new Teacher Referral List)
- Information related to students' EAL and ELL needs is passed on to all subject teachers by the EAL Lead.

9. Special Educational Needs and Gifted and Talented Students

The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the *Learning Support & SEN Policy*.

Similarly, the School recognises that there may be EAL students who are Gifted and Talented even though they may not be fully fluent in English.

(In either instance, suitable language targets will be set to ensure access to the curriculum, support in the curriculum or challenge within the curriculum.

Refer to the SEN / EAL identification and procedure mirrored in the inclusion policy:

Identification of additional needs is vital so that the appropriate support strategies can be put into place.

Slow or no progress will be addressed. To eliminate whether language is just at its early stages, assessments/tasks in first language could take place, or if this is not possible, in English. Where a learner fails to make progress against the framework's descriptors, then a more detailed assessment by the Inclusion department occurs.


Monitoring of the additional needs register by language and ethnicity to ensure no groups are under or over represented occurs during data captures as in under – recognition of dyslexia and over representation of speech and language difficulties. Learners new to English can be wrongly diagnosed with speech and language difficulties when actually it is the early stages of language acquisition.

Our Inclusion Team meets after Data Captures to identify concerns in progress or needs raised. Teaching strategies can then be put into place to develop both language and need.

10. Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language interventions for which a scheme of work written in-house tailored to meet the specific language learning needs of each individual ELL intervention cohort

Resources can be grouped threefold: 1) those conducive to good EAL practice, 2) those which are subject specific and 3) those specific to the area of language proficiency identified.

Recommended EAL resources/ strategies to be used in classroom settings.	Subject specific EAL resources	Specific Language Proficiency Need Resources
<p>5 key principles:</p> <ol style="list-style-type: none"> 1. activating prior knowledge 2. Provide rich contextual background to make input comprehensible. 3. Actively encourage comprehensible output. 4. Draw attention to form and function of language. 	 <p>Naldic website http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/history-eal/</p>	<p>Bell Foundation guidance:</p> <p>Band A: Classroom organisation: first language buddies, near to the teachers, use of language role models. Differentiation: speak slowly, use key visuals, quizlet, Mantra Lingua, flipped learning, graphic organisers.</p>

<p>5. Develop learner independence.</p> <p>Websites: https://globalstorybooks.net/ www.twinkle.com www.phonicsplay.co.uk</p> <p>Apps: immersive reader google translate</p>	<p>Ultimately creating a 'content language syllabus'</p>	<p>Language focus: modelling, scaffolding, NEXUS website.</p> <p>Marking and feedback: nonverbal, gesture, coloured pens.</p> <p>Communication with home: topics to be discussed beforehand in first language, British Council Learn English flashcards.</p>
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11. CPD

The School will ensure that all staff are provided with a minimum of once a term access to CPD sessions focused on supporting EAL and ELL across the curriculum. These will be coordinated and delivered primarily by the EAL Lead.

The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management Meetings.

12. Review and Evaluation of Policy

School data will include relevant information on ethnic EAL students and this will enable the School to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed annually

Links to other policies:

ELL Referral Policy

EAL strategy

Learning Support & SEN Policy

Teaching & Learning Policy



Admissions Policy