



English as an Additional Language Policy

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This Policy is to be reviewed every two years and updated as and when changes occur.

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EAL Policy

(English as an Additional Language)

EAL provision at Baleares International College is closely linked with the school's vision, mission and guiding statements, with particular focus on:

- allowing access to high quality, innovative teaching to local and international children;
- learning English language acquisition skills and strategies;
- developing communication skills;
- acquiring and developing English language skills through curriculum focused classes.

The definition of English as an Additional Language

English as an Additional Language (EAL) refers to students whose first language is not English. 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 (and/or official nationality by passport).

Aims of Policy

This policy aims to raise awareness of the school's responsibilities, to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have EAL and so to raise student achievement.

It is the aim of the school that every student with EAL is enabled to:

- access all areas of the curriculum;
- reach their full potential;
- work with a growing degree of confidence;
- express themselves confidently in a range of situations on a variety of subjects to differing audiences;
- express themselves in both spoken and written English;
- rely on the support of adults within the classroom and in small groups when and where they need it;
- have access to a range of resources which will aid their learning;
- promote independence and high academic achievement through supportive and dedicated mentoring, placing students at the heart of their learning journey;
- develop inclusivity through valuing the needs and requirements of all individual students;
- empower students to develop language skills through building their confidence and opportunities for academic progression and attainment.

BIC Sant Agusti also endeavours to:

- welcome and value the cultural, linguistic, and educational experiences that students with EAL bring to the School;
- provide the parents of students with EAL with any support they may need throughout the student's school career;



- encourage and enable parental support in improving student's attainment;
- work collaboratively across all areas of the school to provide the best provisions for all students.

Within the topic of assessment, BIC Sant Agusti will:

- Assess the skills and needs of students with EAL and to give appropriate provision
- Monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- Maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (e.g., during International Day, Mother Tongue day or during EAL lessons by introducing stories similar to the stories in their native countries, organising a multilingual library).

The ultimate aim is to gradually build student confidence in their ability to engage in English and after suitable assessment, withdraw EAL support.

Supporting students who have English as an Additional Language

Our EAL programme seeks to improve the educational outcomes of our students who have English as an Additional Language, by helping them to become confident and fluent in speaking and listening, reading and writing in English.

Who needs EAL Support?

Any student whose ability in English is causing significant access problems to the curriculum and whose development is being considerably hindered by low level language skill levels is considered to require EAL support, either inside or outside the classroom.

Where appropriate, EAL students will be supported by the class/ subject teacher and Teaching Assistant in the classroom to enable the student to complete tasks with understanding.

Where necessary, students or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although students should not necessarily be withdrawn from modern languages where they can usually make good progress whatever their language level in English.

Understanding the Student

Background information is required in order to understand the context in which any student may face barriers to learning at school. In the case of students who are learning EAL this is even more important.

It is essential to have full and accurate background information about the student him/herself. This can cover:

- language(s) spoken at home
 - between adults
 - between adults and students
 - between students;
- culture;



- any periods of residence or schooling outside the home country;
- former school(s)
 - language of tuition
 - curriculum
 - type of school
 - school reports, text exercise books from student's previous school(s)

It must also be recognised that:

- some students already have good language and literacy skills in two or more languages;
- some students are beginner EAL learners and have never learnt to read or write in any language;
- some students have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school;
- some students have SEN with language or literacy needs.

Key Principles of additional language acquisition

EAL students are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Although many students 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 and more detailed and can require continuing support for several years. All teachers and parents recognise that some students may experience a silent period when initially exposed to English that may last for several months. In this time, students focus on comprehension of English with little language output. It is important to understand that this behaviour is not evidence of a language disorder or cognitive problem, rather this is evidence of normal second language learning development.

Responsibilities

Principal

The Principal ensures that:

- all involved in teaching EAL students liaise regularly;
- parents and staff are aware of the EAL policy;
- relevant information on students with EAL is available to all staff;
- training in planning, teaching, and assessing of EAL students is available to staff;
- all teachers incorporate EAL strategies into their planning, teaching, and learning;
- targets for students learning EAL are set and met;
- the effectiveness of the teaching of students with EAL is audited, monitored, and assessed regularly.

EAL Coordinator

- oversees initial assessment of students' standard of English;
- assess the student soon after they enter the school;
- collate information on the student's language ability from parents/ previous school(s);



- provide guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate, in consultation with the SENDCO;
- monitor standards of teaching and learning of students with EAL;
- provides periodic reports to the Principal on the effectiveness of the above and the progress of students;
- conduct a termly EAL audit, analyse the data and share with recommendations to the Principal;
- conduct an annual review of the effectiveness of the EAL policy, procedures and practice and present subsequent findings and recommendations to the Principal;
- to provide regular training and support to all teachers as directed by the Principal.

EAL Teacher (when applicable)

- plan, feedback and assess with the student's class teacher;
- liaise with and support the class/ subject teacher with appropriate EAL strategies;
- have high expectations of standards of work;
- keep abreast of new teaching and learning methods;
- meet parents at regular times during the year;
- review student's progress on a regular basis;
- participate in the training and support provided to all teachers as directed by the Principal;
- create an EAL student portfolio including all the assessments, samples of writing, any significant work.

Class/subject teacher

- to be aware of each students' abilities and needs in English and other subjects;
- use this knowledge effectively and incorporate into curriculum/ lesson planning, classroom teaching, use of resources and student grouping;
- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons;
- to participate in regular EAL training as directed by the Principal.

Strategies

The following strategies are used to continually support EAL:

- continuous communication and collaborative planning with mainstream class teachers and EAL specialist teachers;
- an audit of all students' EAL level completed by mainstream class teachers, at three points across the school year;
- whole staff inset sessions focused on developing the delivery of EAL across the school;
- parent engagement events to develop parental support of students' developing language acquisition;
- focused professional development for staff members across the year, including the delivery of TESMC and Bell courses to teachers;
- classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;



- recognition of the student's mother tongue; boost the student's self-esteem. Remember, he/she has the potential to become a bi-lingual adult;
- identification of the students' strengths and encouragement for them to transfer their knowledge, skills and understanding of one language to another;
- recognition that students with EAL will need more time to process and answer both orally and in written format;
- extra time and support in examinations/assessments will be awarded if appropriate;
- providing and targeting appropriate reading materials that highlight different ways in which English may be used;
- allowing students to use their mother tongue to explore concepts;
- grouping students to ensure that EAL students hear good models of English;
- using collaborative learning techniques;
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors, and idioms;
- explanation of how speaking and writing in English are structured for different purposes across a range of subjects;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults;
- providing support to extend vocabulary;
- identification of the language demands of learning tasks and including them in planning;
- teaching and support staff play a crucial role in modelling uses of language;
- discussion is provided before, during and after reading and writing activities;
- scaffolding is provided for language and learning, e.g., talk frames, writing frames.

Levels and Assessment

At BIC Sant Agusti, the EAL English Assessment guide is used to determine a student's level of English as it gives a detailed description of student abilities and access to the National Curriculum.

EAL Entry / Exit Guidelines

A student's entry to and exit from EAL shall be based upon a recognised level according to age and expected levels of English. In BIC Sant Agusti, the Initial Language Assessment from Twinkl is used as an Entry Assessment for all new students. If the results of Initial Language Assessment determine a child needs EAL support, the child is assessed through Jolly Phonics Pupil Checklists in KS1-2 and Formative Assessments from Cambridge/ Oxford ESOL programmes for young learners.

Monitoring and Tracking Progress of Learners

Whole School EAL Audit:

The school undertakes an audit of all students' English language abilities at three points across the year. The audit is completed by class teachers. The audit requires teacher judgement on students' status in the four areas of:

- Listening
- Speaking



- Reading
- Writing

The key purposes of the EAL audit are to provide a summative assessment of all students' levels of English language across the school; information for class teachers to assist in meeting the needs of all students; and a centralised monitoring and tracking system for assessing students' English language progress across the school year.

Following each audit, a report is compiled by the EAL Coordinator, which tracks students' progress throughout the year, particularly those who are identified as having a high need for extra EAL provision. Information from this report is used to:

- influence groupings of those students identified as needing extra EAL support;
- highlight areas of the school in which more EAL support is needed;
- influence Learning and Teaching strategies within classes;
- evidence students' progress in English language acquisition.

Assessment

All EAL students are entitled to assessments as required. The formal assessment and monitoring of students will take place at recognised time periods:

- as part of the admissions process if applicable;
- every term with mainstream class' 6-week curriculum blocks.

In addition:

- staff must have regular liaison time to discuss student progress, needs and targets;
- progress in the acquisition of English is regularly assessed and monitored on an informal basis;
- consideration and sensitivity are given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Feedback

The EAL teacher shall liaise frequently with the EAL Coordinator and classroom teacher about the student's development in English, and if/when it is possible to lessen or withdraw EAL tuition.

Resources

While there is an exceedingly wide variety of resources to use in EAL, there are recognised materials which are considered appropriate.

Young Learners

- Bug Club
- Jolly Phonics
- Alphablocks

Key Stage 1

- Jolly Phonics Teacher Set (the 42 letter sound flash cards, 88 regular word blending cards, 80 alternative word blending cards, 72 tricky word cards)
- Phonics Pupil Book 1, 2
- Oxford Get Set Go programme 1-3
- Cambridge Primary Curriculum Box (CLIL lessons for young learners)



- Cambridge Primary Vocabulary Box
- Cambridge Primary Communication Box
- Cambridge Activity Box
- Cambridge Primary Pronunciation Box
- Cambridge English Fun for Starters
- Cambridge English Storyfun
- Cambridge Global English - Primary English as Second Language Books 1-4 (teacher/student/ activity)

Key Stage 2

- Cambridge ESOL Young Learner Examinations programmes
- Graded readers
- Phonics Pupil Book 3
- Oxford Get Set Go programme 1-6
- Cambridge Primary Curriculum Box (CLIL lessons for young learners)
- Cambridge Primary Vocabulary Box
- Cambridge Primary Communication Box
- Cambridge Activity Box
- Cambridge Primary Pronunciation Box
- Cambridge English Fun for Movers
- Cambridge English Fun for Flyers
- Oxford Grammar Friends