



Woodlem Park  
School

*...For a Sustainable Growth*

## **English as an Additional Language (EAL) Policy**

### **Mission**

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning, so that they are equipped to face the opportunities and challenges of the 21st Century wherever they may be.

### **To do this:**

- We provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills.
- Staff members and students work together in a spirit of cooperation and mutual harmony.

### **Vision**

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success.

### **Aims**

#### **Our aims are to:**

- Be a school where as many students as possible reach high academic standards and all are motivated by the progress they make.
- Help students achieve high quality teaching through a vibrant curriculum.
- Give students time to explore subjects and develop deep understanding in a richly equipped learning environment.
- Celebrate perseverance, resilience and risk taking, ensuring students welcome challenges and are not afraid to make mistakes.
- Create an inclusive school where everyone can flourish, irrespective of their background.
- Promote an ethos of respect and empathy, where diversity is appreciated and valued.

## **English as an Additional Language Policy (EAL)**

This policy is a statement of Woodlem Park School's aims and strategies to ensure that all EAL pupils fulfill their true potential.

### **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community.

### **Aims of the EAL Policy**

The policy aims to raise awareness and to support 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); therefore, raising pupil achievement and aspirations.

#### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

#### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the Curriculum and the achievement of their educational potential.

#### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **Objectives of the EAL Policy**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

## **Key Principles of additional language acquisition**

EAL pupils are entitled to the full Curriculum programme 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.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modeling 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 5 bands of assessing EAL students:**

The assessment is based on the **Bell Foundation EAL Assessment framework for schools**. The assessment checks the Listening, Speaking, Reading and Writing ability of the student.

#### **Code A- New to English**

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Copies or repeats some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English
- Needs a considerable amount of EAL support.

#### **Code B- Early Acquisition**

- Follow day-to-day social communication in English and participate in learning activities with support.
- Begin to use spoken English for social purposes.
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary
- Still needs a significant amount of EAL support to access the curriculum

#### **Code C- Developing Competence**

- Participate in learning activities with increasing independence

- Be able to express self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English
- Literacy will require ongoing support, particularly for understanding text and writing.
- Requires ongoing EAL support to access curriculum fully.

### **Code D- Competent**

- Oral English developing well, enabling successful engagement in activities across the curriculum
- Can read and understand a wide variety of texts
- Written English may lack complexity and contain occasional evidence of errors in structure
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary
- Needs some/occasional EAL support to access complex curriculum material and tasks.

### **Code E- Fluent**

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.
- Operates without EAL support across the curriculum.

### **Assessment**

All EAL pupils are assessed in line with the school's assessment procedures within the first two blocks of their arrival to Woodlem Park School. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **Planning, Monitoring and Evaluation**

Targets for EAL pupils are appropriate, challenging and reviewed term wise. Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Code A and B have Intervention programs; these progress is evaluated term wise.

### **Strategies for EAL**

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Writing frames, directed activities related to texts
- Opportunities for role play

- Regular feedback from staff
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract

### **Personalisation of Learning to Meet an Individual Pupil's Needs**

The EAL teaching at Woodlem Park School focuses on individual pupil's needs and abilities.

- Differentiated planning is put into place to support the EAL children in their Literacy target groups. In Literacy the children work on the same topic and unit, but the tasks are either extended or simplified to meet their special needs.
- The librarian supports the students in reading by selecting appropriate reading material for them.
- The student council work as buddies and support learning in the classroom and translate to children during their induction.
- CODE A and B -The EAL children are taught the Letters and Sounds to improve on their spelling/reading and reading through phonics regularly. Students of grades 4 and above falling under codes A and B are given support through Individual Learning Plan.
- CODE C and D: The EAL child further develops his/ her vocabulary and demonstrates their ability to speak in simple sentences and comprehend. Support continues in the classroom by differentiated planning, and ROG interventions by the teacher which supports in refining English usage.

### **Materials**

Our school provides appropriate materials such as dictionaries, letter fans, and visual keyword lists. Videos, maps, online activities and story props also give crucial support. Displays and resources reflect linguistic and cultural diversity.

### **EAL with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented**

We recognise that intelligence is not measured in the ability to speak English fluently. If the child is noted to make no progress in the intervention programs over a block, the case is forwarded to the learning support teachers for further observation ,assessments and intervention for additional needs.

## **Parental/Community Involvement**

At Woodlem Park School we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encourage the use of the first language for developing positive links between school and home.
- Support parents, so they can help their children at home.