The Blue Coat School

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Approved by the Governors' Teaching, Learning and Curriculum Committee on _____

Signed: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Policy for English as an Additional Language was devised by the Academic Lead in consultation with the Academic Team.

Date of Next Review: Michaelmas 2027

The Blue Coat School Birmingham Limited

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

1. INTRODUCTION

1.1
The School Vision Statement stresses the importance of:

- Nurturing a spirit of fun, adventure and curiosity in a supportive and caring Christian community.
- Providing exceptional learning opportunities for every child through innovative and dynamic teaching.
- Championing versatile, creative risk-takers prepared for a changing world.

This Policy specifies the manner in which members of staff aim to fulfil this vision in respect of pupils for whom English is an additional language.

1.2
Pupils for whom English is an additional language can heighten awareness of other countries, cultures, religions and languages. Such pupils also help other children in the school realise the need to speak different languages in order to communicate. Furthermore, their presence helps to develop such aspects of PSHE as the awareness of others and their needs.

1.3
The Blue Coat School Policy for English as an Additional Language applies to all children in the School including those in the Early Years Foundation Stage (Nursery and Reception).

1.4
The Blue Coat School Policy for English as an Additional Language is available for parents on the School website.

2. AIMS

2.1
Staff at The Blue Coat School recognise that pupils come from a variety of backgrounds and that they all have a valuable contribution to make to the school community. The home languages and backgrounds of all pupils are valued and respected.

2.2
Staff at the Blue Coat School recognise that English should not replace the home language. English will be learned in addition to the language skills already learned and being developed within the language community at home. Teaching children for whom English is an additional language is based on the following key principles:

- Language is central to our identity
- Many concepts and skills depend on, and benefit from, a well-developed home language
- Literacy in a home language enhances subsequent acquisition of EAL
- Effective use of language is crucial to the teaching and learning of every subject
- Language develops best when used in purposeful contexts across the curriculum
- The needs of EAL learners are best met by careful, targeted curriculum and lesson planning
- All languages, dialects, accents and cultures are equally valued.

2.3
The Blue Coat School is committed to providing appropriate teaching and resources for pupils for whom English is an additional language. Members of staff continually strive to raise the achievements of all of the pupils, including those for whom English is an additional language. Displays and resources reflect linguistic and cultural diversity wherever possible. The main aims of this Policy are to set out the strategies used to help

those pupils who know little English, or who are in the process of learning English when they enter the school, to be able to:

- Use English effectively and clearly for a range of audiences and purposes
- Use English as a means of learning across the curriculum
- Access all aspects of the curriculum
- Raise their standard of achievement in all school subjects
- Participate in all aspects of the life of the school (including sport, music, drama and co-curricular activities)
- Have their cultural background acknowledged and respected by all pupils and staff.

3. OBJECTIVES

3.1
The objectives of the EAL Policy are to:

- Assist all pupils to become fluent English speakers as quickly as possible
- Assist EAL pupils to acquire the necessary English language skills
- Establish rigorous monitoring systems to ensure EAL pupils are making progress, in relation to their difficulties or starting points.

4. DEFINITION OF EAL

4.1
An EAL pupil is a pupil whose first language is not English or a pupil who has been exposed to more than one language (which may include English) during early development and continues to be exposed to this language in the home or in the community. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country but an English speaking school
- Born abroad but moved to England at some point earlier in their childhood
- Born in the UK but in a family where the main language is not English.

EAL provision will be tailored to the needs of the individual child in consultation with the EAL specialist, class or Form Tutors, and English teachers.

4.2
Pupils considered to have EAL will be recorded on a central document on the School Google Drive so it is readily accessible to all teachers and teaching assistants.

5. IDENTIFICATION AND RECORDING

5.1
There are several ways in which an EAL pupil may be identified. Sources of information used to help identify EAL pupils include information from:

- Admissions
- The application form
- Entrance papers
- The previous school
- Parents/guardians
- Teacher judgement.

5.2
Children who are considered to have EAL will be assessed against a five-point scale of language acquisition as described in 5.3. Levels of competency will be recorded on a central document saved on the School Google Drive.

5.3
The five-point scale of language acquisition is listed below:

A. New to English (Beginner)
A child may:

- Use his/her first language for learning and other purposes
- Remain silent in the classroom.

B. Early Acquisition
A child may:

- Copy/repeat some words and phrases
- Understand some everyday English expressions but have minimal or no English literacy
- Follow day-to-day social communication in English
- Begin to use spoken English for social purposes
- Understand simple instructions and follow narrative/accounts with visual support
- Develop some skills in reading and writing
- Become familiar with some subject-specific vocabulary.

C. Developing Competence (Intermediate)
A child may:

- Participate in learning activities with increasing independence
- Express him/herself orally in English but structural inaccuracies are still apparent
- Require ongoing support in literacy, particularly for understanding texts and writing
- Need help following abstract concepts and more complex written English.

D. Competent
A child may:

- Express him/herself orally in English well, allowing successful engagement in activities across the curriculum
- Read and understand a wide variety of texts
- Lack complexity in written English
- Demonstrate evidence of errors in grammatical structure and/or spelling beyond those of peers.

E. Fluent (Advanced)
A child:

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his or her first language.

5.4 Assessment
In assessing the nature of competency in English, the following will be taken into account:

- Teachers' comments and observations
- Work sampling / class work
- Formal assessment in reading, writing, speaking and listening
- Standardised tests
- Input from parents where possible.

5.5
E. Fluent (Advanced) pupils operate without targeted EAL provisions and are recognised as advanced bilingual learners. Teachers remain aware of their bilingual background when introducing highly abstract vocabulary or idiomatic language.

6. TEACHING AND LEARNING

6.1
At The Blue Coat School all of the children follow the curriculum for their year group or for the Early Years Foundation Stage. Children with English as an additional language follow the same curriculum as their peers. As part of their planning, teachers:

- Set clear learning objectives and success criteria
- Identify the language and vocabulary demands of the lesson
- Take account of the linguistic, cultural and religious backgrounds of the children
- Plan adaptive tasks matched to the individual needs of EAL pupils
- Identify appropriate access strategies, materials and resources to enable all pupils to participate in lessons
- Use visual support for lessons including posters, pictures, photographs, artefacts and demonstration where appropriate
- Identify opportunities for collaborative activities that involve purposeful talk, and encourage and support active participation where appropriate
- Identify opportunities to focus on the cultural knowledge explicit or implicit in texts
- Identify opportunities for pupils to access ICT to facilitate and reinforce learning
- Provide sufficient opportunities for pupils to learn and reach a good standard in English language.

6.2
Spoken and written language is developed by:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with their peers and with adults
- Ensuring that vocabulary work covers the meanings of technical words and common key words, metaphors and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Ensuring that talking is used to support writing when appropriate
- Using drama and role play to support learning when appropriate
- Providing a variety of writing in other languages as well as in English
- Providing a range of reading materials that highlight the different ways in which English is used
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing use of English, and other languages, support one another
- Using repetition and alternative phrasing to support language development
- Modelling the different uses of language
- Providing positive feedback and reinforcement of accurate usage of the language
- Using different contexts such as assemblies, Chapel services, co-curricular clubs and the Hubs (Prep) for the development of pupils' language
- Providing additional support (either small group or 1:1) as part of the Learning Success Programme.

6.3
Members of staff recognise that children will usually understand more than they can articulate and that it is important that children do not feel under pressure to speak until they feel confident. Adults continue to give pupils opportunities to hear high-quality discussions and contribute as they are able. Children's non-verbal communications are responded to positively and the children's peers are encouraged to respond similarly. This is particularly relevant to the children in the EYFS.

6.4
Additional individual or small group support may also be provided by the EAL specialist at an additional charge. Class teachers inform parents that this provision is available, outlining the benefits for their child. Parents then either choose to engage with the provision or decline the provision. Following an individual or

small group session, parents are provided with access to their child's work through the Showbie platform. Progress reports are produced on a termly basis for parents of children who are supported by the EAL specialist.

7. EARLY YEARS FOUNDATION STAGE (EYFS)

7.1
Children in Nursery and Reception are in the EYFS. All of the staff in the EYFS work closely with parents to share information about all aspects of children's development including their linguistic needs. Information about the home language(s) and the cultural and religious background of the child is sought before he or she is admitted to the school. Information about dietary requirements is also ascertained.

7.2
Play and learning resources are provided to reflect the children's cultural and linguistic identities positively. These include books in other languages, books about different cultures, jigsaws and role play equipment such as food items, cooking utensils and dolls. The children have the opportunity to learn about festivals such as Chinese New Year and Diwali. They are encouraged to bring artefacts from home linked to these celebrations.

7.3
Activities are planned to extend the children's understanding of their own backgrounds. These might include topics on babies and families, food and clothing, celebrations and festivals. Artefacts, books and iPads are used as well as resources brought by the children.

7.4
Language development is further enhanced through the use of stories and rhymes. A variety of resources are used for storytelling, including photographs, books and puppets. Members of staff aim to ensure that positive images of diverse cultures are presented, and that negative stereotyping is avoided. Musical activities are used on a regular basis to promote language development.

7.5
Observation and assessment is fundamental to good practice in the EYFS. All of the members of staff in the EYFS reflect on the activities provided each week to ensure that each individual child is progressing and that the next steps in his or her learning and development are appropriately planned.

8. SPECIAL EDUCATIONAL NEEDS

8.1
Most children for whom English is an additional language do not have a Special Educational Need. However, should such a need be identified, the child has equal access to the school's SEN provision.

8.2
The EAL register is separate from the SEN register. Some children may appear on both.

9. ASSESSMENT

9.1
All of the pupils at The Blue Coat School are assessed regularly to ensure that they are making rapid progress, in relation to their difficulties or starting points. Further details of the assessment processes are set out in the Teaching and Learning Handbook. Members of staff ensure that assessments are accessible to all pupils, including those for whom English is an additional language. Staff members aim to ensure that assessment materials are not culturally biased.

9.2
The teachers and the EAL specialist are responsible for monitoring the progress of all the pupils they teach, and for ensuring that children for whom English is an additional language are not disadvantaged. The progress of pupils for whom English is an additional language is monitored by the Director of Learning Success. The progress of all pupils at the school is overseen by the Head of Pre-Prep and Academic Lead and the Assistant Head Learning and Teaching.

10. PARENT PARTNERSHIPS

10.1
At The Blue Coat School, members of staff strive to encourage parental involvement by:

- Using clear English in communications with parents
- Identifying the linguistic, cultural and religious backgrounds of pupils and establishing contact with the wider community where possible
- Recognising and encouraging use of the first language in play and learning, as appropriate
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

11. POLICY MONITORING AND REVIEW

11.1
This Policy is reviewed, approved and monitored by the Governors' Teaching, Learning and Curriculum Committee and then the full Governing Body. It will be reviewed every year, or before if necessary.