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# English as an Additional Language (EAL)

Oakham Shires School



## Teaching & Learning Policy (EAL)

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## 1.0 Introduction and Definitions

This policy sets out the Oakham Shires School's aims, objectives and strategies with regard to the needs and skills of pupils with English as an additional language (EAL). This document must be read in conjunction with Oakham Shires School Teaching & Learning Policy (EHCP) and is aimed to compliment the strategies and provision highlighted there in regard to supporting pupils with an EHCP and EAL.

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'  
(DfE Schools, Pupils and their Characteristics July 2020)

## 2.0 Statement of Aims and Commitment

At Oakham Shires School we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

## 3.0 Context

According to statistics obtained from the Department for Education (2022-23) there were 6,727,611 (79.3%) children in schools in England where English was believed to be their home language; within Rutland this figure was 5,802, representing 95% of the Counties schools' population. There were 295 pupils where it is believed English is not the first language, 4.8% of the school population against the average for England of 20%. Within Oakham Shires School we have 1 pupil where English is not the first language, representing 4% of our school's population, in line with the County's average. This pupil chooses not to speak their native language either in school or at home.

## 4.0 Key Principles for Second Language Acquisition

EAL pedagogy is underpinned by the following principles:

- Bilingualism and multilingualism are an asset – the ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are New to English or not. Learners actively use the languages they already know to learn English.
- Cognitive challenge should be kept appropriately high – high expectations around cognitive challenge should be maintained. Access to the curriculum is needed, but this does not imply the "dumbing down" of the content. For example, a learner from Greece might be highly skilled at Maths but using English as the language of instruction might be preventing them from engaging fully in the Maths lessons in England.
- Learners' proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)

## 5.0 EAL Teaching and Learning

- Activating prior learning

Activities that enable learners to activate their prior knowledge of the topic will be used prior to the commencement of a new topic and at the start of each lesson. Where questioning is used to establish prior knowledge, the learner's home language will be used to support the learner in sharing that knowledge.

- Providing a rich context

Images and graphic organisers (e.g. diagrams, grids, charts, timelines) will be provided as additional contextual support to help pupils with EAL make sense of the information conveyed to them in English.

In class, pupils are taught to learn using a variety of strategies (see Teaching and Learning Policy – EHCP) that apply to both pupils with SEND and EAL. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

- Making the English language explicit in the classroom

Within the context of the curriculum, EAL learners will be encouraged to notice the language used and understand how it is used. They will be supported to do this using strategies such as engagement with good English-speaking role models; visual models and speaking and writing frames that support sentence construction, language structures and vocabulary.

- Developing learners' independence

The independence of learners who use EAL will be fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help). Teachers will provide learners with opportunities to model and extend what has been taught and support them in developing note taking and summary-writing skills. Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum. Social and cultural norms in the classroom will be made explicit to learners that are accustomed to different rules and codes of behaviour whilst respecting those of their home country/culture.

- Supporting learners with EAL to extend their vocabulary

EAL learners will be given opportunities to grow their English vocabulary range. This will be done by through the use of pre-teaching topic words with visual supports; providing topic mats in the learner's home language and scaffolding tasks with translated word banks as a reference.

## 6.0 Planning, Monitoring and Evaluation

Teachers will consider the EHCP and EAL needs of pupils in their planning and teaching; differentiating tasks to meet the EAL learner's needs. Progress of EAL learners will be monitored carefully to ensure they are set appropriate and challenging targets.

## 7.0 Assessment and Record Keeping

All EAL students are entitled to assessments as required. This includes an initial assessment within the first two to three weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored. Initial assessment will be undertaken by the Class Teacher supported by the SaLT

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and all staff will be informed of assessment outcomes.

## 8.0 Resources

Where appropriate and deemed beneficial, school will provide supportive resources such as:

- Bilingual books and dictionaries
- Talking Pens
- Computer software
- Display resources to reflect linguistic and cultural diversity.

## 9.0 Parents, Carers and the wider community

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families / carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious backgrounds of students and their families.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home.

## 10.0 Key Responsibilities and Staff Development

The Pupil Admissions Lead will obtain, collate and distribute information on new pupils with EAL, to include:

- language(s) spoken at home.
- from the previous school, information on level of English studied/used.
- details of curriculum at previous school.

The Headteacher will:

- ensure that all involved in teaching EAL learners liaise regularly
- make parents and staff aware of the school's policy on pupils with EAL
- provide relevant information on pupils with EAL to all staff.
- provide training in planning, teaching and assessing EAL learners for staff.
- monitor the effectiveness of teaching and target setting for pupils with EAL.

Speech and Language Specialist (SaLT) will:

- oversee the initial assessment of pupils' standard of English
- give guidance and support in using the assessment to set targets and plan appropriate work
- provide advice to teachers and support staff on classroom strategies.

The Class Teachers will:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

## 11.0 Monitoring, Review and Evaluation of the Policy

Oakham Shires School currently has 1 pupil on roll with EAL; they choose not to speak their home language either at home or school. The school policy will be kept under regular review; admission of a pupil with EAL will immediately trigger a review of this policy. The success of the policy will be gauged by the achievements of previously agreed targets outlined in pupils' EHCPs and progress reviews, alongside informal assessment of areas such as classroom participation, level of school-life integration.

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