ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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This policy relates to all sections and activities of the school e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

All pupils are equally valued within the school and school policy is clear that everyone in the school community must ensure that no pupil shall be discriminated against because of disability, gender, race or religious beliefs.

BACKGROUND AND CONTEXT
- Historically, Red House has had few EAL pupils.
- Pupils may be bilingual and Red House acknowledges the preference of parents who wish their children to be seen as bilingual rather than EAL, if pupils are proficient in English and another language.
- The school has an anticipatory approach to access.
- EAL pupils will be expected to satisfy the entrance criteria as set out in the school's Admissions Procedure.
- Reasonable adjustment will be made to ensure that prospective EAL pupils have opportunity to access the entrance assessments, e.g. translators may be used.
- A distinction is made between EAL and SEND.

AIMS AND OBJECTIVES
On admitting EAL pupils Red House School will identify pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The school aim is to ensure that EAL pupils are able to:
- use English confidently and competently.
- use English as a means of learning across the curriculum.
- where appropriate, make use of their knowledge of other languages.

Staff at Red House will:
- identify and respond to the needs of pupils for whom English is an additional language.
- ensure that appropriate dictionaries are available to help pupils access the curriculum.
- support EAL learners effectively so that they have access to the curriculum.
- provide key words/subject specific words, where appropriate.
- encourage EAL learners to play a full part in all areas of school life.

VALUES AND CULTURE
Red House School:
- acknowledges the importance of a child's home language and cultural background.

- encourages and supports the involvement of parents/carers in their children's education whilst also valuing independent learning.
- does not tolerate racist or biased attitudes and behaviour.

KEY PRINCIPLES FOR ADDITIONAL LANGUAGE ACQUISITION
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored. Key words/subject specific words and dictionaries will be essential.
- Teachers have a crucial role in modelling uses of language.
- Language is central to our identity, therefore teachers need to be aware of the importance of pupils' home language and build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home languages enhances subsequent acquisition of EAL.

PLANNING/MONITORING/EVALUATING
Information is gathered about:
- the pupils' linguistic background and previous educational experience.
- whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.
- where appropriate, EAL pupils will attend literacy lessons (Years 7-9).
- staff liaise regularly to discuss pupils' progress, needs and targets.
- it may be appropriate for the SENCo and Head of English to find time for one to one sessions with EAL pupils. In the Junior School, TAs may provide someone to one support.

ASSESSMENT/RECORD KEEPING
- The Whole School Assessment Policy will ensure that progress is recorded and tracked.
- Although it may not be possible for EAL pupils to attempt some assessment tasks, subject teachers will need to plan appropriate assessments to ascertain pupils' understanding of topics and subject progress.
- The school will ensure that EAL pupils have access to statutory assessments, making use of special arrangements, as appropriate.
- GCSE options will be carefully considered.
- Entry level English may be appropriate rather than GCSE English Language/ English Literature.
- iGCSE English as an Additional Language is offered, if appropriate.

SEND AND GIFTED AND TALENTED
The School recognises that:
- most EAL pupils do not have SEND. However, should SEND be identified EAL pupils will have equal access to school SEND provision.
- EAL pupils may be Gifted or Talented even though they may not be fully fluent in English.

STAFF DEVELOPMENT

- EAL issues are discussed and good practice can be shared in Academic/SEND meetings.
- Training courses have been attended by the SENCO and the policy incorporates recommended strategies.
- EAL resources are available from Twinkl (for which school has a subscription) and Teachit English.

REVIEW OF POLICY
The policy will be reviewed by the SENCo, SMT and School Council on an annual basis.

Reviewed by E Auty
Ratified by the Education Committee of School Council
February 2021

APPENDIX 1 - THE ROLE OF THE ENGLISH DEPARTMENT, SENCO AND CLASS TEACHERS

The English Department's Role
The Department complies with the policy set out for the whole school, but within the Department the following points should be noted:

Identification of Pupils who have EAL by:
- analysis of information from previous schools, where relevant.
- analysis of any testing carried out as part of Red House School Entry Procedure.

Sharing of Information and Good Practice
- The English Department will advise other subject teachers, if appropriate and share good practice.

SENCo's Role
- To monitor EAL policy.
- To work closely with the English Department.
- To liaise with Junior school staff as appropriate.
- To disseminate information about identified pupils to teachers.
- To encourage the sharing of good practice.

Teacher's Role
- To ensure knowledge of relevant data for pupils with EAL in the class.
- To use knowledge to inform lesson planning, use of resources and groupings within the class.
- To provide key words/subject specific words, where appropriate.
- To record relevant information in their teacher planner.
- To use target setting and assessment sensitively, to enable pupils to feel a sense of progression and achievement.
- To inform the Head of Department, Form Tutor, SENCo, Head of Teaching & Learning and/or SMT, as appropriate, of any concerns regarding EAL pupils.

APPENDIX 2 - USING AN ECLECTIC APPROACH TO WORK WITH BILINGUAL PUPILS
This approach is based on the eight principles of language learning and draws upon a variety of techniques and strategies.

EAL learners learn language best when treated as individuals with their own needs and interests.

Implications
- Cater for the whole learner – intellectual, social, emotional and physical development.
- Appeal to learners' imagination and creativity through simulation, games, stories, dramatic activities, visuals, etc.
- Create an atmosphere of trust to encourage learners to take risks in language use.
- Provide opportunities for pair work and group work, to develop learners' social skills.
- Employ a variety of teaching strategies to cater for learners' different learning styles.

EAL learners learn language best when provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities.

Implications
- Encourage and promote the active involvement of all learners.
- Value and promote genuine communication, use an enquiry approach.
- Provide a variety of activities using a range of appropriately chosen spoken and written language, commensurate with their level of language and subject proficiency, e.g. problem solving activities, projects, group and pair work and interactive games.
- Develop a range of activities (spoken and written) around the different genres, such as reports, narratives, summaries, notes, essays, etc. that are called for in the different subject areas.
- Provide opportunities for pair and group work in order to maximise opportunities for the negotiation of meaning.
- Include questions which are open-ended and which allow learners to answer with information not already known by the teacher.

EAL learners learn language best when exposed to language which is comprehensible and relevant to their own interests and frames of reference.
- Create an atmosphere where learners feel encouraged to participate and use English.
- Use learners' experience and present understanding as a stimulus for learning and for language development.
- Provide a variety of language stimuli from a range of sources, e.g. teacher talk, other classroom talk, audio and video recordings of talk, written/printed information, artefacts, etc.
- Monitor teacher talk, e.g. use explicit and easy to understand directions, paraphrase, repeat, emphasise, support with pictures and demonstrations. Also introduce new vocabulary gradually.
- Use clear, comprehensible texts and resources, supplement with pictures, artefacts, explanations, diagrams and charts.

EAL learners learn languages best when they focus deliberately on various language forms, skills, strategies and aspects of knowledge in order to support the process of language acquisition and the learning of concepts.
- Teach vocabulary, structures, skills and strategies to support and encourage language use in activities.
- Target specific vocabulary, structures and concepts to incorporate into the lesson.
- Teach text structure and connectives explicitly.
- Use guided language and learning activities, e.g. sentence strips, paraphrasing and summarising, drafting, re-writing, planning with key words and structured overview.
- Plan for learners to work together to discover new language patterns and conventions.
- Encourage learners to develop and use communication strategies, e.g. repetition, asking for clarification,

etc.

EAL learners learn language best when exposed to socio-cultural information and direct experience of the culture embedded within the language.
- Be aware that some difficulties in learning may have a cultural basis.
- Become familiar with and discuss with learners explicitly, similarities and differences between their own and British cultural norms, e.g. expected behaviour in the classroom, different roles of teachers and learners, different conceptual notions about the physical world, different home lives, etc.

EAL learners lean best when aware of the role and nature of language and culture.
- Create an atmosphere where cultural differences are valued and understood.
- Elicit learners' experiences and views.
- Encourage learners to view a particular topic from different cultural viewpoints in order to build up cultural sensitivity.
- Become familiar with and make learners aware of different approaches to written texts (genres) in different subject areas for different purposes and for different audiences.
- Be aware and make learners aware, that their culture's approaches to text structure, e.g. the pattern of logical development in argumentative writing may differ from those expected in the National Curriculum.

EAL learners learn best when provided with appropriate feedback about their progress.
- Promote success by making learners aware of the goals and objectives of their learning and the best means of achieving them. Ensure they are clear about the learning intentions of the lesson.
- Negotiate targets with learners. Targets can be written into an individual Action Plan.
- Elicit feedback from students about the way they learn best and progress in their learning, e.g. self-assessment evaluation sheets/talk and write books.
- Encourage peer assessment.

EAL learners learn best when provided with opportunities to manage their own learning.
- Encourage learners to take responsibility for their own learning.
- Involve learners in the planning process and be explicit about learning goals and the best means of achieving them.
- Foster the development of cognitive processing skills, learning how to learn skills and social interaction skills.
- Stress the importance of learners asking for clarification or help as often as they need to.

APPENDIX 3 - SOME STRATEGIES USED IN EAL TEACHING AND SUPPORT AT PRIMARY LEVEL

Listening
- Point out English sounds in context and give learners opportunities to practise.
- Use music, rhyme and pitch activities.
- Provide the written form of the sound/word/phrase, e.g. words of songs, shared book reading.
- Read and tell a wide variety of stories.
- Give learners time for processing.

Oral Communication
- Model different communication strategies, e.g. taking turns, changing language for different contexts (formal and informal).
- Encourage co-operative learning.
- Encourage informal talk between children in the classroom situation.
- Use a problem solving approach in curriculum areas, structuring the activity to allow maximum communication.
- Provide small group activities, e.g. board games, card games, problem solving activities. In early development the teacher structures and guides and is present in the group activities to a greater extent than in later development.
- Provide models for communication for different purposes, e.g. speaking at assembly, giving a talk, interviewing or introducing a visitor.
- Make time for informal one-to-one teacher-child communication on a variety of topics, including those initiated by children.
- Use stories to encourage participation.
- Allow time to gain confidence.
- Allow time to respond.
- Ask open-ended questions, e.g. "What happens if you …" rather than closed, e.g. "How many things are floating?".
- Ask questions to which you do not know the answer, e.g. "What are you thinking about?".
- Allow learners to develop skills to negotiate meaning, e.g. re-phrasing, asking for clarification.
- Angle activities at success.

Reading
- Read to learners.
- Provide a range of books and allow for choice.
- Encourage learners to participate in shared and guided reading sessions.
- Provide lots of opportunities for silent sustained reading.

- Provide opportunities for meaningful oral reading, e.g. play reading, reading instructions that other follows.
- Provide opportunities for learners to make class books modelled on stories and books about the school environment.
- Use children's own published work and other children's published work as reading material.
- Provide opportunities for learners to predict from the context.
- Encourage learners to guess unknown words from the context. Use opportunities to strengthen all the cueing strategies and teach them explicitly.
- Choose and provide a suitable level of text.
- Focus on patterns of language, on the structure of the text, e.g. beginning, middle and end and on connecting words such as first …, then …, after that … in context.
- Develop word study in context, e.g. finding in a text the word that means …, finding opposites, etc.
- Develop dictionary skills: use personal and class dictionaries.
- Provide opportunities for the development of note-taking skills, e.g. identifying the main idea, key points, finding specific answers to specific questions.
- Develop library skills in fiction and non-fiction, e.g. setting up activities and exercises using a catalogue, borrowing books, asking for help, selecting books and articles on a specified topic, using index, contents page, cover, etc.; using an encyclopaedia.
- Choosing an appropriate book in mother tongue, dual language or other language.
- Evaluate progress.
- Provide encouragement.

Writing
- Model writing in many different situations on the board and on paper as an integral part of each day.
- Encourage learners to write in their first language.
- Conference with learners when ready – too soon may stifle their confidence.
- Focus on patterns of language, on the structure of a text (beginnings, middles and ends), on connecting words (first, then, after that), by modelling and conferencing.
- Provide opportunities for different types of writing, e.g. free writing, diary writing, directed writing, endings to sentences, answering questions.
- Model and provide opportunities for writing for different purposes, e.g. reports, recounts, poems, etc.
- Provide opportunities for drafting, re-drafting, editing, publishing and displaying work.
- Provide a range of different audiences for writing.
- Provide adequate time for completion of activities.

Socio-cultural aspects
- Discuss socio-cultural aspects with learners as they arise.
- Choose texts that will reinforce and give examples of socio-cultural aspects.
- Create an atmosphere of trust and of valuing all cultures.
- Discuss differences and similarities.
- Value learners' views and experiences.
- Take learners sensitively through new concepts that may be very different culturally from their views of the world.

Pronunciation
- Model pronunciation naturally and clearly.
- Use rhymes and dialogues to develop rhythm, intonation and fluency.
- Highlight patterns of shared reading.
- Encourage learners to make up rhythmic and repetitive language patterns.
- Use music, rhythm, pitch and clapping activities to show stress, rhythm, loudness and softness.
- Provide opportunities to use puppets, a microphone, a tape recorder and telephone.

Vocabulary
- Focus on aspects of vocabulary in context as planned.
- Provide many different situations in which learners will meet the same vocabulary in activities, worksheets, discussions and stories.

Explore vocabulary through drama, rhyme, storytelling and writing, art, etc. Structure games around vocabulary – card games and games around concrete items – "I'm thinking of someone wearing blue jeans", etc.
Use a range of techniques such as mating exercises, pictures, mime.

Grammar
Pattern language input in routine classroom language, e.g. "Today is …, Yesterday was …".
- Target and focus on specific patterns when conferencing about writing.
- Select reading material which has a strong storyline and has repetitive patterns.
- Target and focus on specific patterns in shared reading.

Discuss patterns in context.
Provide structures needed before an activity (in early stages).
Use modelling.

Examining Texts
Provide opportunities for examining the whole text, e.g. focus on cohesive devices, fill in cohesive devices in blanks, underline pronouns and their referents, e.g. "The rain forests were being destroyed. They were gradually

losing ….".

- Encourage learners to develop coherence, e.g. pointing out and discussing logical progression, giving learners opportunities to talk through their ideas, reassembling a paragraph or a text which has been cut up into sentences, paragraphs, explaining structure overviews.

Highlight style/tone/register, e.g. by showing examples; discussing/pointing out tone, e.g. where the author is using irony, sarcasm, humour or persuasion; inviting learners to identify tone/style/register; giving learners opportunities for producing texts (spoken and written); focussing on differences in grammar, where relevant.

Research and Study Skills

Foster the development of research and library skills, e.g. using catalogue, borrowing books; asking for help, selecting books/articles on a specific topic; looking at in-text references like footnotes, references and bibliography, practice using index, glossary, appendix.

- Working on skimming and scanning.
- Developing note-taking skills, modifying text, choosing text at an appropriate level and length, underlining key points relevant to a given question, identifying topic sentence at beginning, middle and end, identifying supporting ideas, using a structured overview approach, providing a title for a text, noting main points in a spoken text, helping to write a summary.
- Develop learners' skills in answering test/exam questions, e.g. by underlining important words, checking parts of the question/listing/revising/focussing on instruction words.
- Discussing needs through the use of past exam papers.

APPENDIX 4 - SOME STRATEGIES FOR EAL TEACHING AND SUPPORT AT KEY STAGE 3/4

Listening

Show learners that there is redundancy in spoken text and that they do not have to listen to and understand every word.
Encourage learners to listen for the main idea and key points.
Encourage learners to listen, to answer specific questions, then discuss together and compose answers.
Teach learners to take note of verbal cues.
Teach learners to make an informed guess from the context.
Encourage learners to listen, to answer specific questions, then discuss together and compare answers.
Provide for a range of responses to listening activities in order to develop a range of listening skills.
Provide practice in listening to different accents.

Oral Communication

Provide a range of opportunities for oral communications, e.g. presentations, debates, discussions, etc.

- Encourage rehearsal, e.g. before giving a talk to the class and making a 'phone call.
- Provide models.
- Encourage role playing.
- Ask learners to prepare notes suitable for an oral presentation, outlining key points and headings.
- Encourage learners to practice presentations in front of a mirror.
- Highlight the need for learners to consider the purpose and the audience of the talk.
- Teach rules on debating.
- Focus on aspects of oral interaction, e.g. taking turns, interrupting, stepping back, conceding and missing a turn.

Reading

- Provide cloze exercises.
- Highlight so that readers can predict what's coming next.
- Present and analyse one paragraph at a time, e.g. "What do you know from this paragraph?". "What do you think is going to happen next?".
- Encourage learners to guess the meaning of unknown words from context and compare guessed words with a partner.
- Provide the right level and range of texts.
- Work through comprehension questions.
- Provide a glossary of terms.
- Highlight headings, typographical devices, e.g. bold, italic, capitals, references to diagrams, graphs, etc.
- Encourage the development of dictionary skills.
- Carry out a range of exercises associated with the text, e.g. practising finding words, recognising and looking for definitions in the text, e.g. "Animals live in the environment, An environment is ….", working on coherence and cohesion, finding one piece of information/answer to a question from a text in a limited time.
- Read aloud to learners in order to model cohesion, coherence, tone and phrasing.
- Break texts into chunks of meaning, e.g. phrases, sentences if learners can't make meaning and understand.
- Work on scanning texts.
- Emphasise that learners do not have to understand every word in order to understand the meaning.
- Work on skimming, e.g. looking at topic sentences, reading something in a limited time, then saying what it is about.
- Allow for periods of sustained silent reading.
- Allow for choice on the part of the learners.
- Allow for a range of responses to reading for different purposes.

Writing
- Allow for drafting, re-drafting, editing, working through individual needs.
- Encourage learners to look through work for different focus areas, e.g. spelling, punctuation, vocabulary, etc.
- Display work, make books, etc. to give purpose to the activity.
- Write for a wider audience, thereby making the situation real or realistic, e.g. writing a letter to a newspaper, writing a report of a trip.
- Encourage learners to develop ideas logically and cohesively.
- Provide opportunities for writing in different genres, for different purposes and audiences, e.g. letters, narrative, reports, essays, etc.
- Encourage learners to use a range of expression and appropriate style and tone.

Socio-cultural aspects
- Discuss socio-cultural aspects as they arise.
- Provide and choose texts that will reinforce and give examples of socio-cultural aspects.
- Discuss similarities and differences.
- Create an atmosphere of trust, valuing everyone's culture.
- Elicit learners' views and experiences.
- Point out that one doesn't always have to agree.
- Value and expect informed personal opinions.
- Use role play, e.g. setting up a situation, setting up playing a character.
- Provide experiences of the literature which highlight socio-cultural concepts, e.g. focus on idioms, proverbs, etc.

Pronunciation
- Use rhymes and dialogues to develop rhythm and fluency.
- Practice saying some sentences with different stress, e.g. "I said you were to go".
- Provide different answers to differently stressed questions, e.g. "Did I say you were to go?"
- Use modelling particularly of new vocabulary and repeat it.
- Point out different stress patterns depending on the grammatical function of a word, e.g. present used as a noun and verb.

Vocabulary
- Focus on aspects of vocabulary as they arise.
- Provide synonyms.
- Draw attention to root, stem and provide other words with a similar base.
- Categorise vocabulary with learners, e.g. all the words you can use for 'said'. All the words related to …. .
- Provide vocabulary needed before the lesson if possible and recap to check understanding preferably before a plenary session.
- Give learners lists of topic vocabulary in glossary format.
- Provide a range of vocabulary expansion exercises and games.

Grammar
- Focus on aspects of grammar as they arise.
- Show and discuss patterns.
- Provide grammar exercises where needed, e.g. filling in blanks, substitution exercise.
- Re-assemble sentences and cut up into words or phrases.

APPENDIX 5 - THE EARLY STAGES OF LEARNING ENGLISH

This outline of the development of young children's learning of English as an additional language has been prepared by NALDIC to inform judgements made by educators in assessment contexts. It draws on research findings. The process should be seen as cumulative and there will be variations in the rate of development according to environmental, personal and social factors.

- Many bilingual children who are at an early stage in their learning of English go through a 'silent period' when they first enter an unfamiliar early years setting. This can last for up to six months or longer. This is not a 'passive' stage. During this time, children will be watching, actively listening and exploring their environment to understand new experiences and to develop new meanings. They will be trying to relate previous knowledge to new contexts. It is important that children should not feel pressurised to speak until they feel confident enough to do so. However, it is essential that adults continue to talk to the children, to pick up their non-verbal responses, to support the child's understanding of meaning and to involve them in activities; these strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment.
- During this time, children may begin to use non-verbal gestures as a response to a question or to indicate a need. Understanding is in advance of spoken language.
- Many children may begin to 'echo' single words and some short phrases used by adults and peers. All attempts at speech should be encouraged and praised.
- There will be a development of 'formulaic' language ('chunks' of social speech), e.g. "Mummy come soon". "My turn". Children may begin to join in with story refrains and repetitions and songs.
- 'Chunking' will continue, but children will increasingly begin to use one word utterances (frequently nouns)

which will perform a range of language functions (e.g. questioning, responding, naming).

- Children will then begin to generate their own 'telegraphic' sentences, using two or three word utterances. Function words are likely to be omitted, the main concern being the communication of meaning. Non-verbal gestures will often accompany speech. Holistic phrases (a development of 'chunking') will continue during this stage.
- Children will begin to use extended phrases or simple sentences which contain surface developmental errors in the use of plurals, tenses, personal pronouns, function words and articles. Again the emphasis is on the communication of meaning.
- Increasingly children will develop more control in their use of functional language. However, surface errors in the use of tenses, word endings and plurals will continue for some time until children understand the use of different grammatical structures in the target language, which may be very different from the home language.