

Old Vicarage School

ENGLISH AS AN ADDITIONAL LANGUAGE

This policy, which applies to the whole school, is available upon request (it can be made available in large print or other accessible format if required) it may be obtained from the School Office.

Document Details

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Responsible Area	Head of School and Safeguarding Team

This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Proprietors and volunteers working in the school.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents.

Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Head of School.
- This policy was last reviewed agreed by the Head of School in March 2025 and will next be reviewed no later than March 2026 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Matthew Adshead
Proprietor

Jenny Adshead
Proprietor

Kerry Wise
Head of School

Old Vicarage School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Introduction: This policy is a statement of Old Vicarage School aims and strategies to ensure that EAL pupils fulfil their potential, specifying the manner in which members of staff aim to fulfil the School's Vision and Aims vision with respect to pupils for whom English is an additional language. It is recognised that pupils come from a variety of backgrounds and that they have a valuable contribution to make to the school community. All pupils need to feel safe, accepted and valued in order to learn. As a school, we recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, celebrating diversity, emphasising common values and challenging prejudice. The home language and background of all pupils are valued and respected.

Aims: Old Vicarage 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. The policy aims to raise awareness of the school's obligations and to support the 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) and so to raise pupil achievement. 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;
- 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 and extracurricular activities);
- have their cultural background acknowledged and respected by all pupils and staff;

Context:

Information is gathered about:

- Pupil's linguistic background and competence in other language/s.
- Pupil's previous educational experience.
- Pupil's family and biographical background.

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

Members of staff 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 pupils 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.

Teaching and learning: At Old Vicarage School all of the pupils follow the curriculum for their year group. Pupils with English as an additional language do not produce separate work. As part of their planning teachers:

- set clear learning objectives;
- identify the language and vocabulary demands of the lesson;

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- take account of the linguistic, cultural and religious backgrounds of the pupils;
- plan differentiated opportunities matched to the individual needs of EAL pupils;
- identify appropriate 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;

Spoken and written language is developed by:

- providing a range of opportunities for pupils 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 pupils to transfer their knowledge, skills and understanding of one language to another;
- building on pupils' 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 for the development of pupils' language;

Members of staff recognise that pupils will usually understand more than they can articulate and that it is important that pupils do not feel under pressure to speak until they feel confident. However, adults continue to talk to pupils with the expectation that they will respond. Pupils' non-verbal communications are responded to positively and the pupils' peers are encouraged to respond similarly.

Lists of pupils who speak languages other than English at home and pupils for whom English is an Additional Language is maintained by the Head of School. These lists are updated as and when necessary. The Head of School assesses pupils as they arrive in the School as to the extent of their spoken and written English. This information is used to advise class and subject teachers as to any adaptation of approach or additional resources that may be helpful for the child. Parents will be consulted as well.

Special Educational Needs: Most pupils 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.

Assessment: All of the pupils at Old Vicarage School are assessed regularly to ensure that they are progressing. 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.

The teachers are responsible for monitoring the progress of all the pupils they teach, and for ensuring that pupils for whom English is an additional language are not disadvantaged. The Head of School oversees the progress of all these pupils at the school.

- All EAL pupils are entitled to assessments as required.
- The Minority Ethnic Achievement Service (MEAS) may be requested to visit school to complete assessments of newly arrived pupils or of more advanced learners who are not achieving age related expectations.

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- Progress in the acquisition of English is regularly assessed and monitored.
- Staff should have regular liaison time to discuss pupil progress, needs and targets.
- All assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Key Principles of additional language acquisition

- EAL pupils are entitled to access the full curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils 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 up to seven years.
- 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 modelling correct 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.

Parent partnerships: At Old Vicarage School, members of staff strive to encourage parental involvement by:

- using plain 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;
- helping parents understand how they can support their children at home, especially by continuing the development of their first language;

EAL Scales

‘Best Fit’ for recognising progress: These scales used at Old Vicarage School to arrive at a ‘best fit’ overall stage for each pupil. Research into second language development has shown that it is normal for pupils to advance the different skills at differing rates. Therefore, if a pupil has for the most part achieved the descriptors of one stage, they have achieved that stage even if some aspects are still being developed, and these can form a focus for support.

EAL Pupils with Special Educational Needs: A pupil with a particular special need related to language or learning should have this taken into account when assessing his or her use of English. For example, a profoundly deaf pupil might read and write fluently but not be able to speak. They would be a Stage 4 pupil with a support for hearing impairment.

Alignment with national norms: Any student achieving normal target levels in English for their key stage would be expected to be Stage 4 unless there are specific underlying factors. These would provide a focus for further support.

Summative Assessment: The stages outlined below are intended for summative use. They should not preclude the use of the more detailed profiling descriptors for assessing development across the skills of speaking, listening, reading and writing, which follow this introduction.

Stage 1 - New to English: Newly arrived pupils with no or very little English

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Stage 2 - Becoming familiar with English: Primary aged pupils may be more proficient orally – able to make themselves understood – but they still require sustained support for developing reading and writing.

Stage 3 - Becoming a confident user of English: Able to participate in most classroom activities. May sound like a native speaker but have difficulties with complex sentence constructions, academic registers, idiom and other cultural references.

Stage 4 - A fluent user of English in most social and learning contexts: These pupils will demonstrate (near) native fluency and will continue to improve according to their age.

These stages should be regarded as a continuum. They therefore represent broad bands of development. Teachers may feel that some pupils are 'between' stages or just entering or leaving a stage. Therefore, some sensitivity and a detailed knowledge of the pupil's performance across the curriculum is required when giving a 'best fit' stage.

QCA 'A Language in Common'

For early stage learners, the QCA publication *A language in common* (2000) gives extended scales for the English National Curriculum to describe early language development. Teachers in school need to be aware of the extended scale and may wish to use it to facilitate dialogue between teachers and to establish shared assessment procedures. Questions remain about using the extended scales for more advanced users and for older learners. 'A language in common' can be downloaded in full from the QCA website (www.qca.org.uk)

Moderation

The present formula for the allocation of the Ethnic Minority Achievement Grant includes a weighting along a sliding scale for the EAL Stages 1-3. It is therefore crucial that schools adopt a common approach and a common set of assessment criteria in assessing the stages of development of EAL in their pupils. Annual audits are undertaken by Old Vicarage School staff to ensure uniformity of assessment. These have led to the following recommendations:

'Best Fit' for recognising progress

The Old Vicarage School Scales should be used to arrive at a 'best fit' overall stage for each pupil. Research into second language development has shown that it is normal for pupils to advance the different skills at differing rates. Therefore, if a pupil has for the most part achieved the descriptors of one stage, they have achieved that stage even if some aspects are still being developed, and these can form a focus for support.

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A pupil with a particular special need related to language or learning should have this taken into account when assessing his or her use of English. For example, a profoundly deaf pupil might read and write fluently but not be able to speak. They would be a Stage 4 pupil with a statement for hearing impairment.

Alignment with national norms

Any student achieving normal target levels in English for their key stage would be expected to be Stage 4 unless there are specific underlying factors. These would provide a focus for further support.

Pupils of African origin

If a child's family has migrated from a Commonwealth country (Ghana, Nigeria, Kenya, Tanzania etc) then it is likely that some English has always been spoken at home, in addition to other languages. A careful judgement needs to be made about whether the pupil is a second language learner or is more correctly a Stage 5 (native English speaker). If a child's family has migrated from a non Commonwealth country (DR Congo, Angola, Somalia

etc) then it is overwhelmingly likely that the pupil's first language is not English. However the parents might be fluent in a European language (French, Portuguese) or Arabic in addition to one or more African languages.

Summative Assessment

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