

Rhodes Avenue
English as an Additional Language
Spring 2014

'All English as an additional language learners have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socializing and interacting with their peers who speak English fluently and can provide good language and learning role models.'

(Ofsted: Briefing for section 5 inspection' January 2013)

Background

English as an additional language (EAL) refers to learners whose first language is not English. Learners will be at different stages of English language acquisition but even those pupils at the same stage of English language acquisition will have different backgrounds and needs. Rhodes Avenue is committed to raising the achievement of EAL pupils.

Aims

Rhodes Avenue School aims to:

- develop all EAL pupils as competent, confident speakers and writers of English;
- ensure that all children have equal access to the National Curriculum and inform the parents/carers of EAL learners on statutory assessments requirements and national attainment norms;
- set challenging and attainable targets;
- plan teaching opportunities that reflect the multicultural context of the school and local community;
- encourage children with existing literacy skills in their first language to use them as tools for learning;
- work in partnership with families, outside professionals and organisations to support and develop EAL pupils;
- send positive messages to children and the community that all languages are valued;
- enrich the learning experience of all children through celebrating linguistic, ethnic, cultural and religious diversity through assemblies, displays and presentations;
- allocate a budget to provide EAL teaching support and materials;
- invite parents, visitors and role models from different ethnic backgrounds into school to share their experiences, skills and achievements.

Admission

Rhodes Avenue provides a helpful and welcoming admission process. The Inclusion and EAL Leaders liaise with families and outside organisations to support the admission, education and the transition (Nursery /EYFS/Key Stage 1/Key Stage 2/Key Stage 3) of EAL children. EAL parents are actively encouraged to support their children's education through attending a range of parent activities: workshops (EYFS/Literacy/Numeracy), class meetings and parents meetings.

Assessment

Staff work with the EAL Leader to assess the needs of EAL pupils, identifying their levels of English using the *Northern Association of Support Services for Equality and Achievement's* (NASSEA) English assessment (Beginner to Independent learner) (refer to Appendix).

The progress and attainment of EAL pupils for:

- listening and understanding;
- speaking;
- reading;
- writing.

is measured through a series of 'steps' (levels). It is a 'best fit' assessment, if a pupil has for the most part achieved the descriptors of one step, then they have achieved that step even if some aspects are still being developed.

According to research¹, it takes approximately 6-8 years on average to acquire academic English proficiency. However, the speed of English language acquisition varies between the stages of English. Generally pupils are classified at *Step 1* (beginner) about a year and a half, before moving to *Step 2* where they typically remain for about three years. It takes another three years at *Step 3* before they are classified as fully fluent at Step 4.

The EAL assessments will be used until the pupil's work meets the relevant expectations of the National Curriculum. Assessment at National Curriculum level 2 marks the beginning of independent use of English for all pupils.

Tracking/Monitoring

Rhodes Avenue updates its register of EAL pupils annually, a survey is carried out in the autumn term and whenever applicable *Refugee Pupil Forms* are updated, all information is kept up to date on the school's database (INTEGRIS).

The progress of EAL pupils is monitored through the analysis of *NASSEA steps* and formative/summative assessments. Tracking sheets and Pupil Progress Meetings, highlight their progress and if they are not achieving at the expected rate, improvement strategies are implemented and opportunities for joining intervention groups are discussed and planned.

Inclusion

Rhodes Avenue recognises that most EAL pupils requiring additional language support do not have SEN/D needs but should any special educational needs be identified during assessments all EAL pupils will have equal access to school SEN/D provision.

In the case of pupils who arrive as refugees or without medical record, Rhodes Avenue will be mindful of the possibility to carry out checks on their sight and hearing, so that physical impairments do not compound any problems learning English.

Whenever appropriate, the school will apply for any applicable special arrangements that exist for statutory summative assessments (SATs).

Equal Opportunities

Equal access to the curriculum is given to all children regardless of ability, gender, culture or ethnic origin. Rhodes Avenue complies with its duties under the Equality Act 2010 and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any

¹. *'English as an Additional Language: An empirical study of stages of English proficiency'*. (Feyisa Demie, Head of Research and Statistics, Lambeth)

other conduct that is prohibited by or under the abovementioned Act. The school celebrates diversity and encourages inclusion.

Links with other Policies

- Assessment Policy
- EYFS Policy
- SEN/D Policy
- Safeguarding Policy
- Equality Scheme

Procedures for policy monitoring and dissemination

This document will be reviewed according to the schedule of policies. Our review mechanisms will ensure that we assess the effectiveness of EAL provision through parental, pupil and staff consultations. All members of staff and governors will receive a copy of this policy. Digital and hard copies are available to parents/carers on request.

Persons Responsible:

Christine Witham (Head Teacher)
Shane Claridge (Deputy Head)
The Curriculum Committee

APPENDIX 1.

NASSEA EAL ASSESSMENT SYSTEM

LISTENING AND UNDERSTANDING

Step 1 (S1)

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

Step 2 (S2)

Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

Threshold (S3)

With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.

Secure (S4)

In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

Consolidating (S5)

Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.

Competent (S6)

Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed.

Independent (S7)

Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

SPEAKING

Step 1 (S1)

Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

Step 2 (S2)

Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.

Threshold (S3)

Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

Secure (S4)

Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.

Consolidating (S5)

Pupils begin to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.

Competent (S6)

Pupils use language appropriately across the curriculum for different academic purposes (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences.

Independent (S7)

Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

READING

Step 1 (S1)

Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

Step 2 (S2)

Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.

Threshold (S3)

Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

Secure (S4)

Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

Consolidating (S5)

Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself.

Competent (S6)

Pupils understand many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.

Independent (S7)

Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

WRITING

Step 1 (S1)

Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

Step 2 (S2)

Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

Threshold (S3)

Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

Secure (S4)

Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

Consolidating (S5)

Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when they receive no such support.

Pupils are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing.

Competent (S6)

Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts.

Independent (S7)

Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English.

