

Rhodes Avenue
English as an Additional Language
Spring 2018

'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, readers 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 Leader liaises with families and outside organisations to support the admission, education and transition (Nursery /EYFS/Key Stage1/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

For the school census, the DfE now requires schools to report levels of Proficiency in English for all EAL pupils aged 4-16 using a five-point scale (A – new to English to E – Fluent). The DfE definition of EAL is as follows: 'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (School Census Guide 2016-2017, DfE, 2016 p63)

"EAL assessment should aim at ensuring that all learners achieve their full potential, with particular reference to English language development. The assessment and evaluation framework should be primarily formative in purpose. It should indicate what a pupil can do, inform curriculum provision, and enable diagnosis of needs and individualisation of learning, so as to promote potential development." (Bell Foundation EAL Assessment Framework for Schools).

Staff work with the EAL Leader to assess the needs of EAL pupils, identifying their levels of English using the DfE scale for Proficiency in English (introduced in September 2016). Children are assessed annually using the Bell Foundation materials which exemplify each of the stages from A to E.

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).

Progress of pupils with EAL is tracked termly at Pupil Progress meetings. Staff use the A to E codes and the Bell Foundation Assessment Framework to inform their formative assessments and planning.

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:

Adrian Hall (Headteacher)
Emily Gazzard (Inclusion
Manager/EAL Lead)
The Curriculum Committee

DfE Proficiency in English scales

A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.