



**English As An
Additional Language (EAL)
Policy**

January 2023

English as an Additional Language Policy

1. Purpose

- 1.1 RGS GD is committed to ensuring that all pupils for whom English is an additional language can participate fully in school life, with full access to the whole curriculum, all the co-curricular activities and all school events.

2. Definitions

- 2.1 Pupils with English as an Additional Language (usually abbreviated to EAL) means those pupils whose main language used at home is not English.
- 2.2 Assessment for support under the EAL policy is completely separate from assessment for support for Pupils of Determination which is covered separately under the Inclusion policy.

3. Objectives

- 3.1 The objectives of this policy are:
 - 3.1.1 to ensure that EAL pupils are enabled to overcome any barriers to accessing the curriculum and academic assessment;
 - 3.1.2 to recognise that multilingualism is a strength;
 - 3.1.3 to appreciate and value the rich and diverse cultural and linguistic experiences that EAL pupils bring to the school;
 - 3.1.4 to set out practical steps that staff will take to enable EAL pupils to take part in all aspects of school life;
 - 3.1.5 to set out the support that the School will provide to enable EAL pupils to become fluent in speaking and listening, reading and writing in English and feel confident in their English language skills so that they can reach their academic potential in English;
 - 3.1.6 to identify and utilise all opportunities in the school for modelling fluent English;
 - 3.1.7 to give guidance to parents so that they can provide appropriate support to their children so that they can flourish at school.

4. Admissions

- 4.1 RGS GD admits EAL pupils on the same basis as non EAL pupils.
- 4.2 Additional languages regularly spoken by pupils should be brought to the school's attention during the admission process.
- 4.3 Additional assessment may be undertaken at the admissions stage so that the appropriate level of support can be put in place. It is desired that pupils have sufficient English appropriate to their age to participate fully with appropriate support. As such, entrance assessments will be prepared, taking into account the child's level of English.

5. EAL Register

- 5.1 RGS GD maintains an EAL register to ensure that appropriate support is provided to all EAL pupils and to ensure that all staff are aware of the EAL pupils in their classes.
- 5.2 EAL pupils are added to the EAL Register and this is reviewed twice yearly.
- 5.3 The EAL register and accompanying assessment data is circulated to all staff twice yearly, including to all peripatetic clubs and music staff.

6. Strategies for supporting EAL Pupils

6.1 Cummins (1981) states that, while many children develop native speaker fluency within two years of immersion in the target language, it takes between five and seven years for a child to be working on a level with first language speakers as far as academic language is concerned. To this aim, RGSGD will:

6.1.1 Acknowledge and value the pupil's first language;

6.1.2 Reinforce the pupil's confidence in their language abilities whilst understanding that it takes time to build up the additional language skills needed to undertake academic study fluently;

6.1.3 Provide the support and assistance needed for EAL pupils to be fully integrated into the life of the school;

6.1.4 Ensure that all classrooms are inclusive spaces where a range of socially, intellectually and culturally diverse pupils can thrive. As a result, EAL pupils will be integrated into the same classes as native English-speaking pupils;

6.1.5 Ensure that staff with special responsibility for EAL will oversee the provision and co-ordination of support for all EAL pupils.

6.2 Teaching and learning approaches

6.2.1 RGSGD recognises that language develops best when used in purposeful contexts across the curriculum. The emphasis is to focus more on the range of different styles and functions of language and to develop confidence to access and produce formal academic language.

6.2.2 Additional support is best seen as an integral part of the curriculum and lesson planning. Planning for EAL takes place separately from planning for Pupils of Determination.

6.2.3 Teaching and support staff play a crucial role in modelling correct use of language.

6.2.4 The School considers that all teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL Students. It is the responsibility of all teachers to clarify or define words particular to their subject, provide vocabulary lists, and assist EAL students in the understanding of the nuance of words used in their subject.

6.2.5 Teachers ensure that EAL pupils routinely hear good models of English. Teachers take into account the language background and culture of their EAL pupils and ensure that this is included in the learning environment.

6.2.6 Teachers note that access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed and need to be explored.

6.2.7 EAL pupils are expected to contribute in English, whilst also being given space to explore concepts in their first language. A balance will be struck between encouraging contributions in English whilst also supporting their self-confidence.

6.2.8 Teachers understand that EAL pupils need additional time to process information and formulate answers.

6.2.9 A range of reading books are provided which show the many ways in which English can be used.

6.2.10 Language is central to our identity. Therefore, we value other languages and cultures and invite our EAL pupils to share their knowledge of them with others.

6.2.11 Regular communication between school and home is an integral part to effective provision.

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6.2.12 Pupils are given the option of additional English lessons in the place of their second modern language if required.

6.3 Assessment and Intervention

- 6.3.1 The EAL Co-ordinator discuss progress regularly with class and subject teachers suggesting strategies or adjusting support. The progress of groups of pupils, including EAL is measured at all points in the school’s assessment calendar.
- 6.3.2 Reading, writing, speaking and listening are assessed as part of the ongoing pupil progress testing.
- 6.3.3 If a pupil’s academic progress, or their social and emotional wellbeing is held back by their slower rate of English language acquisition, a language support plan is drafted. This is written in collaboration with the parents, pupil and appropriate staff and reviewed at least yearly.
- 6.3.4 A tiered approach to language support is employed. The EAL team will support the teacher in working with small groups within the class. This includes support with grammar, vocabulary, comprehension, reading, and spelling. EAL intervention begins with quality provision for all in the classroom, increasing as required to in-class support and small group/individual withdrawal lessons.
- 6.3.5 It is recognised that as the pupil progresses through the school, the difficulty of the English used in various subjects will increase and may be a greater challenge to the pupil’s fluency and proficiency.

6.4 Parental support

- 6.4.1 Parents are encouraged to support their child in developing their English language skills at home. This can be achieved by:
 - 6.4.2 Informing the school at the admissions stage of the primary language spoken at home, any EAL support previously given and of any additional languages spoken by the child.
 - 6.4.3 Working with the EAL teaching staff to help assess the correct level of support needed and discussing any additional support or resources that may be helpful.
 - 6.4.4 Reviewing new English vocabulary at home.
 - 6.4.5 Re-assuring the child that it takes time to develop additional language skills and this is separate from academic ability.

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Audience	
Audience	Staff, Parents, Pupils

Consultation (if appropriate)	
Consultees	

Related documentation	
Related RGSGD documentation	
Related external documentation	

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Connections	
Connection with inspection framework	
Connection with national agenda	n/a