



Introduction

The government's definition of a pupil for whom English is an Additional Language (EAL) is anyone who has been exposed to a language other than English during early childhood and "continues to be exposed to this language in the home or the community". Apart from that, EAL learners are as diverse as any large group of people. According to the January 2018 School Census, there are now more than 1.5 million pupils in the UK who are recorded as having EAL. They are:

- Diverse in background: they may be UK-born, or recently arrived in the UK due to personal and professional choice or desperate circumstances;
- Diverse in English language proficiency: they may be new to English, use English as a main language but not yet at age expected proficiency, or fluent bi/multilingual in English and other language/s;
- Diverse in educational background: they may have experienced interrupted or no schooling, only the UK school system, or consistent schooling via a different curriculum;
- Diverse in their literacy: they may be familiar with the Latin-based alphabet/script, or may be literate in a non-Latin based alphabet/script or not literate at all.

Meeting the needs of EAL learners

Evidence demonstrates that bilingualism has both cognitive benefits and offers professional advantages in a globalised world. At LCS, a child is not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home. However, pupils for whom English is an additional language will be offered appropriate support. The School will:

- Promote equality of opportunity for all EAL learners.
- Deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- Ensure EAL pupils reach their full potential.
- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- Ensure that language and literacy are taught within the context of all subjects.
- Ensure that learners not yet fluent in spoken English or the language of the curriculum receive planned support for their oracy and literacy skills.
- Liaise with parents to help them to support their children's learning.
- Provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners where necessary.
- Celebrate multilingual skills and promote linguistic diversity with all pupils.

Identification

All such students will be assessed upon arrival to establish their standard of English in order to help teachers plan future teaching and learning experiences. Assessment is in line with our Admissions Policy.

- Some pupils already have good language and literacy skills in two or more languages;
- Some pupils are beginner EAL learners have never learnt to read or write in any language;
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school;
- Some pupils have SEN with language or literacy needs.

All of these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wider range of language skills, in particular making the transition from spoken to

written forms. They also need to be able to adopt different styles (registers and genres) to meet different purposes and audiences which need to be explicitly taught.

Monitoring and Assessment of EAL

Regular monitoring of the quality of provision for all pupils including those with EAL follows the school's assessment and monitoring calendar.

We recognise that EAL learners can make rapid progress in acquiring English, but being fully competent in the use of formal language can take up to ten years. The language needs of all EAL pupils are assessed on arrival at the school and additional support is given where necessary. Other assessments comply with the procedures used for all other pupils in the school. Parents will be advised by the Head of Learning Support (following consultation with teachers), that their child should receive English as an Additional Language tuition depending on their level and experience of English. The school can recommend teachers.

Supporting Pupils and Families

The role of class teachers is to:

- Build on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- Provide a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- Place the EAL learner in pairs or groups with supportive pupils who are language role models. This is crucial for developing language and facilitating friendships that will foster language development outside the classroom.
- Ensure that vocabulary work covers the technical as well as the everyday meanings; covering not just key words, but also metaphors and idioms;
- Make available and encourage the use of an age-appropriate English dictionary and thesaurus;
- Explain how spoken and written English have different usages for different purposes;
- Give pupils appropriate opportunities for talking, and using talking to support writing;
- Develop active reading strategies and provide plenty of motivating books to increase pupils' ability to read for a purpose and engage with a variety of texts;
- Model writing for key text types within their subject;
- Encourage pupils to relate one language to another;
- Encourage parents of multilingual households to speak English at home.

Ongoing differentiation

Effective differentiation enables all learners to access the curriculum. For EAL learners, the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding. This can include:

- Giving EAL learners thinking time, as they need to process what they hear and what they say.
- Speaking/reading aloud clearly, making sure EAL learners can see the teacher/teaching assistant's face, and avoid idiomatic language (e.g. "this should be a doddle") that may be hard to understand.
- Using gestures, mimes, exaggerated facial expressions and pointing to key words.
- Repeatedly check understanding of topic, basic learning intentions and what to do in a task.
- Using concrete visual support such as story props, objects, 3D shapes;
- Using positive, constructive marking to boost self-esteem.

What's next?

As part of the Admissions process, you will meet with a member of the Learning Support team to ensure that the appropriate support can be put in place for your child.