

Sandwood Primary School  
& LCR



**EAL Policy**  
**Supporting the EAL**  
**Learner**



## **Introduction**

The term EAL is used when referring to pupils where the main language is not English. This policy sets out aims, objectives and strategies with regard to meeting the needs and celebrating the skills of English as an Additional Language (EAL) pupils and helping them to achieve the highest possible standards.

## **Policy Aims**

The main aim of the policy is to ensure that we are meeting the needs of EAL learners in our school.

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To help EAL pupils to become more confident in using English to enable them to access all areas of the curriculum.
- To encourage and enable parental support in improving children's attainment.
- To give appropriate provision with which to assess the skills and needs of EAL learners.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

## **Progression in Learning English**

It is the responsibility of all teaching staff and senior management team to ensure that there is a shared knowledge of Glasgow City Council's English language level descriptors (please see attached files for a copy of this). Each child with English as an additional language will be assessed using these at least once in the school year to ensure that they are up to date. Assessing English language levels requires working with the children therefore this must be completed by the EAL co-ordinator in conjunction with the class teacher.

## **Promotion of Home Languages**

The school will engage in a number of activities to ensure the promotion and inclusion of home language. These can include:

- Language of the month / term – which will allow a different language to be celebrated on a monthly basis. This language can be used by all pupils in the school during registration, assembly etc.
- Bilingual resources – dual language books, dual language dictionaries, bilingual signs etc. can be used in the school to allow EAL pupils to have further access to their home language.
- Parental involvement – working with bilingual parents as partners is a useful resource, allowing parents to come into the school and engage with learners in home language via reading workshops, homework clubs or dual language storytelling, for example.

## **Encouraging continued use of Home Language at Home**

Via discussion with bilingual parents at enrolment and continued encouragement at parents meetings, parents/carers of EAL learners should have the knowledge and understanding that continued use of home language at home is positive and beneficial for the EAL child. The school should also provide dual language resources, where necessary, as a resource for parents to use where possible.

## **Communication with Families**

Interpreters should be used during meetings with parents, enrolment procedures and information days to ensure parents are well-informed and understand school procedures etc. Ensuring home language information is gathered at this stage is important. Inviting parents to homework sessions are useful and will ensure they have a full understanding of what they can do to support their child at home in their mother tongue.

If possible EAL co-ordinator should be included in enrolment procedures, if this is not possible, the EAL teacher may arrange a separate meeting with the parents soon after enrolment to both gather information and answer any parent questions/concerns.

## **Staff Responsibilities**

It is the responsibility of all staff in the school to have awareness of English language levels and to ensure that these are assessed regularly and updated. Knowledge of the EAL pupils' home language and opportunities to use this in class and develop with peers is important. When there is an EAL teacher in the school, suitable planning time with the class teacher is required to discuss pupils' progress and plan next steps, ideally this should take place once per term. Finally, senior management should ensure that all staff, including support for learning workers receive appropriate EAL training to ensure they have the skills and knowledge to fully support bilingual learners.

## **Role of the EAL Teacher**

Please see attached document 'The Role of the EAL Teacher' for a detailed description of this position.

## English Language Level Descriptors

### Glasgow City Council – Education Services English as an Additional Language Assessment of English Language Levels – General Descriptions

Pupils make broad progress in acquiring English as an additional language in different ways and at different rates. Broad levels in this development are identified below as descriptions to be applied on a "best fit" basis. Progression from level 1 to level 5 can take up to 10 years and individuals are likely to show characteristics of more than one "level" at one time. A judgement is usually needed over which level best describes an individual's language development, taking into account age, ability and length of time learning English.

	New to English	Early Acquisition	Developing Competence	Competent	Fluent
<b>Communication</b>	<ul style="list-style-type: none"> <li>Silent period – may participate in activities but not speak</li> <li>Relies on gesture to indicate meaning</li> <li>Beginning to learn "survival" language</li> <li>Uses first language to communicate – spoken and written</li> </ul>	<ul style="list-style-type: none"> <li>Understands more English than he/she can use</li> <li>More interested in communication than correctness</li> <li>Increasing vocabulary</li> <li>Moving between two languages</li> </ul>	<ul style="list-style-type: none"> <li>Shows growing confidence in using English in most social situations</li> <li>May choose to use first language but less reliant on this for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Competent in use of spoken English in many different contexts</li> </ul>	<ul style="list-style-type: none"> <li>Fluent communicator in English</li> </ul>
<b>Accessing the Curriculum</b>	<ul style="list-style-type: none"> <li>Literacy in first language appropriate to age/stage and background</li> <li>May be able to decode English written texts but without comprehension</li> <li>Watches and copies other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Oral skills exceed literacy skills</li> <li>In the early stages of developing literacy in English</li> <li>Learns best with concrete, contextualised tasks</li> </ul>	<ul style="list-style-type: none"> <li>Obvious gap between social language levels and ability to access and use academic language</li> <li>Beginning to cope with more abstract learning</li> <li>May under perform in formal tests, exams and written assessments</li> </ul>	<ul style="list-style-type: none"> <li>Able to express and develop ideas orally but not always transferred so fluently into writing</li> <li>Able to access information in complex texts</li> </ul>	<ul style="list-style-type: none"> <li>Able to access all aspects of the curriculum</li> </ul>

	New to English	Early Acquisition	Developing Competence	Competent	Fluent
<b>Technical aspects of language</b>	<ul style="list-style-type: none"> <li>Beginning to put words into phrases</li> </ul>	<ul style="list-style-type: none"> <li>Phrases becoming more grammatically correct</li> <li>Increasing awareness of tenses but still limited</li> <li>Starting to self correct</li> <li>Requires structures to support writing</li> </ul>	<ul style="list-style-type: none"> <li>Widening vocabulary but still gaps, often, but not necessarily subject specific</li> <li>Able to use a variety of tenses and more complex grammar</li> <li>Can write independently but requires support for extended writing or more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>Still developing understanding of genre, nuances of style, register, voice and purpose, linking and structuring ideas</li> <li>Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements</li> </ul>	<ul style="list-style-type: none"> <li>Confident using higher order language skills</li> </ul>
<b>Support requirements</b>	<ul style="list-style-type: none"> <li>Pupil will require considerable support in order to access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Pupil will still need a significant amount of support in order to access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Can operate independently but requires support to access the curriculum fully</li> </ul>	<ul style="list-style-type: none"> <li>Works well independently but requires support with developing higher order language skills</li> </ul>	<ul style="list-style-type: none"> <li>No additional support required</li> </ul>

#### References:

M Barrs, S Ellis, H Hester, A Thomas, Patterns of Learning, CLPE 1989  
Lynne Cameron, Writing in English as an Additional Language at Key Stage 4 and post-16, OFSTED 2003

Three other codes, **English as a "first-language"**, **Limited Communication** and **Not Assessed** should be used as appropriate for the following cases:

- English as a "first-language"** – all pupils who have not required, do not require and will not require English as an Additional Language support.
- Limited Communication** – Complex learning difficulties affecting communication make assessment for level of English as an Additional Language inappropriate
- Not Assessed** – Pupils who have not been in school long enough for an assessment to be made. At the time of the census it is expected that this would be restricted to pupils in P1 or those who have recently moved into a school in the local authority

## Role of the EAL Teacher

**The EAL teacher supports children and young people across the curriculum on a day to day basis in the following ways:**

### Teaching/Support

- Working collaboratively with teachers to ensure the language needs of bilingual children and young people are met
- Planning and developing resources and materials to ensure bilingual children access the curriculum and have quality learning experiences
- Planning for progression
- Teaching groups or individuals as appropriate

### Liaison/Consultancy

- Providing practical advice on specific issues for teachers and parents
- Provision of specific materials to meet needs in collaboration with class teachers
- Raising awareness of the specific needs of bilingual children and young people
- Raising awareness of the benefits of maintaining home language

### Building Capacity

- Through professional dialogue
- By providing strategies to meet the language and learning needs of children and young people who are bilingual

### Assessment/reporting

- Maintaining accurate records, tracking and monitoring progress
- Assessment/monitoring/reporting as relevant
- Evaluating next steps /progression planning
- Supporting pupil profiles and pupil self- evaluation
- Reporting to parents at parent evenings
- Raising awareness of alternative assessment arrangements for SQA exams

**All EAL teachers have whole school responsibility in terms of:**

### Teaching and learning

- Responsibility to plan, deliver and assess high quality learning experiences for bilingual children and young people to raise attainment and achievement.
- Responsibility to assess, record and report on the progress of bilingual children and young people.
- Responsibility to actively contribute to the development and accessibility of the curriculum.
- Responsibility to contribute to Health and Well-being of bilingual children and young people
- Quality Assurance and School Improvement

- Contribute to the development, promotion and implementation of the school's arrangements for self- evaluation and overall school improvement.
- Responsible for implementation of policies within area of responsibility.

#### Contribution to Positive School Ethos

- Contribute to and promote the development of a positive school ethos.
- Contribute to the development, promotion and implementation of school policy and procedures.
- Implementation of Pupil Support strategies
- Contribute to the development, promotion of, and implementation of school policy and procedures in relation to arrangements for supporting bilingual children and young people

#### Partnership Working

- Promote partnership working with professional and support staff, parents, and appropriate agencies.

### **Establishments**

All schools are responsible for:

Ensuring information, including details on first language, country of origin, date of arrival in U.K, date of birth and English language level, for all EAL children and young people, is kept up to date.

The EAL Service can provide support and advice on all aspects of working with EAL children and young people.

EAL teachers are allocated:

- Annually for school based staff
- Termly for peripatetic staff

EAL teachers may be allocated:

- to one school per week
- two or more schools per week
- a learning community.

EAL teachers are allocated to establishments with the specific remit of meeting the needs of EAL children and young people.