



# BOLTON

## SCHOOL

### PRIMARY DIVISION

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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## **Scope of policy**

This policy applies to three schools within the Primary Division; Beech House, Hesketh House and Park Road. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

The Primary Division at Bolton School aims to provide support for pupils who have a home language [the first language spoken at home] other than English **and** who are in the process of learning to use English as an additional language for educational purposes. These pupils are identified as EAL and the level of support offered will vary depending on whether they are identified as working at Stage 1 or Stage 2 as per appendix 1. These children will be listed as having EAL needs on iSams and will have a written Pupil Passport outlining specific support required.

The Primary Division also recognises that a large number of pupils may speak a language other than English at home however they are confident speakers, readers and writers of English and for the most part, do not qualify for EAL support, however good practice in the classroom, as per Stage 3 appendix 1 will support learning for these pupils.

## **Rationale:**

The School is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language. The School will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum and other activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for language development of EAL pupils. Having a home language other than English is not considered a learning difficulty, but the School recognises that a child who has EAL may also have a learning difficulty or disability, which calls for special educational provision to be made for his needs. Lack of English is not equated with lack of knowledge, skills or understanding.

## **Admissions Policy:**

EAL applicants are subject to the same admissions procedures as other applicants. Those applicants with EAL needs are normally identified by parents being asked to state the language normally spoken at home on the application form or sometimes through information provided by their previous school's reference. At the admissions interview, we seek to discover a child's strengths, qualities and skills, which may not be reflected in their performance in the entrance exam. The level of required EAL support for a successful applicant will be identified at this stage and reasonable adjustments will be made by the School to accommodate these needs.

Where a child's understanding of English is the only barrier to admission, a decision between the Head of School, in conjunction with the Head of Primary Division, may be taken to offer a place with the proviso that the parents will pay an additional fee for 1:1 EAL support. This will be reviewed annually.

## **Aims:**

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures.

## **Our aims will be achieved by:**

- Providing a welcoming ethos in School and a safe classroom environment;
- Recognising the importance of the role of parents and the need to communicate with parents in their home language where appropriate and possible
- Providing appropriate funding for resources and training of staff
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Making appropriate use of technology to support pupils' learning, making links between their home language and English
- Providing additional support for pupils outside of normal lessons where appropriate
- Differentiation in the planning of lessons
- Staff being aware that:

- Although most EAL pupils become conversationally fluent within two years, it may take several more years for them to become fluent writers
- EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers
- Teachers should recognise the stages in learning English as an additional language:  
the silent period ➡ one word ➡ simple sentences ➡ conversational language ➡ curriculum language (see appendix for further details).
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

The level of support needed will be arranged following discussion between the Head of School and the Learning Support Coordinator. Support provided for Stage 1 and Stage 2 EAL pupils is designed to help improve the pupils' spoken and written English, in order to enable the pupil to use English confidently and competently; to allow access to learning across the whole curriculum. The support is normally in the form of the provision of tuition by Teaching Assistants, working either within the classroom or through lesson withdrawal. The EAL Coordinator (also the Learning Support Coordinator) and teaching assistants aim to ensure that all EAL pupils have access to extra support. The Head of School and Learning Support Coordinator will work in liaison with pupils' teachers to identify areas of further work required in EAL lessons and at home.

### **Monitoring and Review**

- Each school within the Primary Division to review the efficacy of their EAL procedures annually
- Primary Division LSCos and Senior Boys' Learning Support Coordinator to meet annually to discuss necessary policy updates, training and resource needs.

## **Appendix 1**

### **EAL Stages and suggested support strategies**

#### **Stage 1 – Beginners/Post-Beginners**

Beginners of English often go through what is called a 'silent period'. At this stage, they are lacking in confidence and do not produce much English, but they are absorbing and learning all the time. This period can last up to 6 months. Tasks will need to be differentiated so that their understanding can be assessed rather than their level of English.

#### **Strategies:**

- Pupils must be included in lessons and activities as much as possible
- Pupils must be given the opportunity to be active listeners and to follow examples from peers
- Provide annotated diagrams
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, DVDs etc)
- Where possible, write instructions/key points on the board and at the same time give them verbally
- To measure understanding, allow them to choose an answer or write a single word down
- Encourage the use of a glossary book where key words and phrases can be entered – with an example of use in context where appropriate – this could be managed using Notes on the iPad
- Encourage use of technology to make links between home language and English

#### **Stage 2**

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes, especially in unfamiliar contexts. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. In reading, they will be able to decode reasonably well and will be beginning to acquire writing skills.

#### **Strategies:**

- Pupils may need support with reading and fully understanding a text – provide word lists, summaries, listening books.
- Allow pre-reading of texts in preparation for a lesson
- use of 'Speak Screen' on iPads to use technology to read texts to pupils
- Use plenty of visuals; charts, diagrams, DVDs etc
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geography, Science etc.
- Provide tables/flow charts/timelines on which the pupils can record information in an organised form
- When asking questions allow time for the pupil to choose the right linguistic structures to express themselves – return to the pupil when he has had the chance to construct and practise the answer – discreetly rephrase grammatical errors as part of your response
- Encourage pupils to model language by repeating instructions for a partner to follow
- Always provide written/simplified instructions in addition to verbal instructions
- Continue use of an indexed glossary book in which key subject words and phrases can be entered – this could be managed in Notes on the iPad
- Provide suitable exemplars

#### **Stage 3**

At this stage, pupils will appear to be native English speakers on the surface. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Reading/decoding will be easier and most basic texts will be understood but they may not be able to scan and skim texts efficiently with ease. Pupils will need support to read for deeper/underlying meaning and to understand texts in which grammatical structures are particularly complex. Written work may be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features. They may sometimes have difficulty with colloquial phrases and sayings and may not understand cultural references.

**Strategies:**

- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning
- Allow pre-reading of texts in preparation or a lesson
- Use a buddy with good language skills to discuss the text
- Use plenty of visual material – charts, diagrams, DVDs etc
- Provide listening books/Speak Screen if possible
- Use writing frames to support written work
- Provide an exemplar as a written model
- Give a list of the technical vocabulary and specific language features required for any specific topic
- Allow some use of iPads for written work to make redrafting/correcting work easier
- Ask the pupil to read and highlight key points in texts for note making
- Develop awareness of inference and nuances
- Refer to and discuss cultural references