



Ripplevale School Rochester

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Date of issue: September 2022

Review Cycle: Two Yearly

Next Review Date: September 2025

Ripplevale School and College is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Ripplevale School and College documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School and College is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School and College.

The policy documents of Ripplevale School and College are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 2: the UNCRC applies to every child without discrimination; Article 14: freedom of thought, belief and religion; Article 23: children with a disability have the right to live a full life with dignity and, as far as possible, independence; Article 30: every child has the right to learn and use the language, customs and religion of their family.

Introduction

This policy describes the way in which Ripplevale will meet the requirements learners who are identified with English as a second language (EAL) The policy will be applied to all staff and learners, as well as any volunteers working or visitors/guests to Ripplevale. This policy is to ensure that EAL learners are not at a disadvantage to others.

Access

Employees, learners, visitors, guests (including parents and carers) and volunteers are made aware of the existence of this policy and where it can be accessed on the Shared Documents Area, School Reception Area and through Welcome documentation.

This policy is reviewed annually.

When recruiting staff, health related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

Ripplevale may decide to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for certain groups, which previously, could have been considered discriminatory. The school supports a Personalised Learning Programme which views each pupil as an individual whilst always ensuring equality of access to resources, provision and enrichment opportunities.

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of learners for whom English is an additional language.
- To ensure EAL learners reach their full potential.

Guidelines

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include short term, medium term and long term medium-term planning.
- To promote and encourage the development of the learner's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support learner's access to the curriculum.
- To ensure that language and literacy are taught within the context of all subjects.
- Provide appropriate support to learners who are not fluent in spoken English
- To actively liaise with parents to help them to support their children's learning.
- Support parents by providing (where appropriate and possible) dual language information and bilingual support especially parents' evening, school events
- Ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing frameworks and planning lesson, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

The role of class teachers is to:

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Develop phonological awareness to aid spelling, reading and writing through the use of Soundwrite.
- Model writing for key text types within their subject.

Language and literacy experiences of EAL learners

- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners who 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 these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the 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 (genres) to meet different purposes and audiences which need to be explicitly taught.

Beginner EAL learners

Additional support and 1:1 sessions may be utilised to benefit EAL learners. Impact on other studies will be minimised as much as possible where students attend sessions during lesson time.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

- Using speaking to clarify and present ideas

- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure pupil are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing