

EAL POLICY

For

Parents

Policy updated	Nov 2018
Review	As requested

Everyone at Jebel Ali School has the right to an outstanding education. All students need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For students, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all students who have English as an Additional Language (EAL) make valuable contributions to their school community.

This policy is a statement of Jebel Ali School's aims and strategies to ensure that all students who have EAL fulfil their true potential.

Aims:

The policy aims to raise awareness and to support planning, organisation, teaching and evaluation procedures, and the use of resources and strategies to meet the needs of

students who have EAL; therefore raising student achievement and aspirations.

- **Equality:** To be proactive in removing barriers that stand in the way of our students', who have EAL, learning and success.
- **Diversity:** To meet our responsibilities to students who have EAL by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- **Belonging and Cohesion:** To provide our students who have EAL with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all students who have EAL to become fluent English speakers as quickly as possible.
- To assist and support all students who have EAL in their acquisition of English language skills.
- To develop staff expertise to ensure that all students who have EAL attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

Key Principles of Additional Language Acquisition

- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understanding cannot be assumed, but must be made explicit. ● Language is central to our identity. Therefore, the home language of all students and staff should be recognised and valued. Evaluating Personal, Social and Emotional Development in FS maybe more appropriate if the student is able to 'play and socialise' in their home language.



- Students should be encouraged to maintain their home language. Staff in FS particularly should allow students to acquire English alongside their home language in order for it to be meaningful.
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. ● The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

The Context of Jebel Ali School

At our school, there are approximately 34 languages spoken in the family home.

On entry to the school, information is gathered about:

- students' linguistic background and competence in other language/s.
- students' previous educational experience.
- students' family and biographical background.

EAL Registration

- At the point of registration/evaluation the Parent Relations team ask the parents of the student if any other language/s are spoken at home.
- If the student is fluent in another language at home the Parent Relations team will indicate the student as having EAL.

- During the evaluation process, staff will consider whether English language acquisition may be a barrier to learning.
- DHTs/Head of Secondary may consider whether additional support, sourced at cost and paid for by the parents is needed if it is felt to be in the student's best interests. ● Once a student registered as having EAL officially joins the EAL Support Assistant will evaluate the student's acquisition of English in line with our JAS EAL



Categorisation Checklist. This will be done after 4 weeks to allow the student to settle into school life, unless the class teacher recommends the need for it to be carried out earlier.

JAS EAL Categorisation Checklist

<p>A1 New to English</p> <ul style="list-style-type: none"> • Makes contact with another student in the class • Joins in with other studentren but may not speak • Uses non verbal gestures to indicate meaning – particularly needs, likes or dislikes • Watches carefully what other studentren are doing and often imitates them • May talk in first language to other students who share it, or in play 	<p>A2 Early Acquisition</p> <ul style="list-style-type: none"> • Listens attentively for short periods of time • Uses non verbal gestures to respond to greetings/questions about self • Joins in repeating language in a story, rhyme or peer talk • Echoes words and phrases of other studentren and adults, particularly used in social interaction • Shows confidence in speaking in first or other language • Able to express self in English, using one or more common words 	<p>B1 Becoming Familiar</p> <ul style="list-style-type: none"> • Understands simple conversational English • Understands more words than can express • Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations • Copies talk that has been modeled and begins to use short phrases • Spoken language shows English word order • Pronunciation can generally be understood • Can name a range of common objects in the home/school environment
<p>B2 Becoming Competent</p> <ul style="list-style-type: none"> • Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences • Can convey meaning through talk and gesture • Can answer simple questions about self and 	<p>C1 Becoming Fluent</p> <ul style="list-style-type: none"> • Uses basic sentences with a widening range of vocabulary and some correct grammar eg articles (a, the) plurals, possessive adjectives (her, his) • Able to follow and understand what others say in a group discussion 	<p>C2 Fluent</p> <ul style="list-style-type: none"> • Can tell a familiar story in simple language and in correct sequence to a small group • Is beginning to use appropriate tenses in speaking • Use of connectives such as “when” or “because” to

<p>objects around</p> <ul style="list-style-type: none"> • Uses some personal pronouns correctly eg he/she/I • Can extend what they say with support • Increasingly confident in taking part in activities with other studentren through English • Listens attentively during whole class teaching time (see EYFS 40-60m) • Uses some common prepositions correctly eg in, under, on, next to, behind, in front 	<ul style="list-style-type: none"> • Can speak confidently to individual, friends and small groups about things that are of interest. • Can ask questions to clarify understanding • Can describe an event/personal experience using simple sentences 	<p>express relationships between ideas and sequences of events</p> <ul style="list-style-type: none"> • Can make verbal inferences • Uses language to solve problems aloud • Can explain why something happened or might have happened • Can justify predictions and decisions
<p>C3 No barrier to learning</p>		

At JAS we aim for all students to achieve C3 during their school career.

Support for students who have EAL

Teaching Strategies and Pedagogical Approaches

- As with students with SEND, staff at JAS aim to remove as many barriers to learning and meet a student's needs through daily mainstream classroom learning.
- The teaching at JAS is based on the Early years outcomes and the National Curriculum for Key Stage 1, 2 and 3.
- The curriculum is personalised and this helps the students to use their prior knowledge and experience.
- Communication is the main principle in lessons for students who have EAL. The central task is to create a communicative climate where language acquisition can take place naturally.

- The students communicate with each other through paired work and group work and this way they improve their listening as well.
- Speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience.
- Through speaking exercises such as interviews, storytelling and drama, the students gain verbal routine, enthusiasm and confidence.
- The key vocabulary is taught at the beginning of a new topic and the students learn and practise grammatical structures and sentence building using the topic vocabulary.
- Where necessary, visual resources are used to aid learning.
- Videos, maps, iPad Apps and story props also give crucial support.
- Displays and resources reflect linguistic and cultural diversity.
- Further support for students' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

Should Special Educational Needs be identified, students who have equal access to school's SEND provision. EAL students identified as Gifted and Talented have equal access to school's provision.

Tracking progress for students who have EAL

- **All students** who have EAL are added to the EAL Tracking Register which is updated at the end of each term by the class/subject teacher and/or the EAL Support Assistant to show the progress each student has made:
- Progress in the acquisition of English is regularly evaluated and monitored. and support and impact are reviewed every term.
- Consideration and sensitivity is given to the appropriateness of testing students who have EAL at the earlier stages of English acquisition.

Parental/Community Involvement

We encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers. Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identify linguistic and cultural background of students and establish contact with the wider Community.
- Celebrate and acknowledge the achievements of students who have EAL.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.