

Document Control Sheet

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Revision 3	EAL Teacher Sarah Sener		Signature Date: March 2012
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The British Embassy School Ankara **English as an Additional Language (EAL) Policy**

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

Introduction/Mission Statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils 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 is a strength, and EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and promoting language awareness to ensure that any barriers to learning are removed. This helps ensure that all our pupils are given the opportunity to achieve their potential within an inclusive education system.

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning; organisation; teaching and assessment procedures; and the use of resources and strategies to meet the needs of pupils who have English as an additional language and so raise pupil achievement.

BESA Context

At BESA, EAL pupils come from a variety of backgrounds. Many EAL pupils are isolated pupils and may be the only speaker of their language in their class or school. Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.

At BESA, some EAL pupils may need extra support to help them develop their language abilities and access the curriculum more effectively. For these pupils, information is gathered about:

- Pupils' linguistic background.
- Pupils' previous educational background
- Pupils' family background
- Pupil's level of English

EAL pupils who require additional provision are assessed, supported and tracked by the Student Support Department.

Key Principles of additional language acquisition

- **Language is an important part of who we are. The learning process of a second language can thus be helped or hindered by affective factors such as self-esteem; peer-perception; and respect and cultural identity, as they are intimately bound up with self-perception and identity.** EAL pupils are entitled to access the full curriculum programmes of study; and all their teachers have a responsibility for teaching English as well as other subject content.
- 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.
- The home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment if necessary.
- Although many pupils 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.

Assessment

All EAL pupils are assessed at least three times throughout the school year. Assessment is both formal and informal and will include the use of assessment criteria adapted from the Northern Association of Support Services for Equality and Achievement (NASSEA) descriptors, in-class observations, meetings with Class teachers and TAs, and evaluation of written work. General information about NASSEA can be found at <http://nassea.org.uk/> and guidance on assessment, including the assessment tools used at BESA, can be found in the NASSEA EAL assessment framework publication, 2015.

It is essential that:

- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Consideration and sensitivity are given to the appropriateness of assessing all EAL pupils in order to ensure that their self-esteem is not damaged and they do not feel any sense of exclusion.

Teaching and Learning

Within the classroom, EAL pupils work in a variety of groups and whole class situations where fluent English speakers provide positive role models.

There are four main strands to the English curriculum: speaking, listening, reading and writing. EAL pupils will receive teaching in all four areas. Work is inter-related across these areas so that one area supports development in another. We acknowledge that even the most advanced pupils of English need continuing support in order to reach their full potential and we recognise that all children benefit from praise and positive examples of oral and written language.

Teaching strategies

Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, gestures.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Planning, Monitoring and Evaluation

- All classroom activities are differentiated by task, outcome, resources or adult support.
- Staff (both class and EAL staff) observe, assess and record information about children's developing use of language.
- Children supported by EAL staff may receive support in small groups and individually, ideally **inside the classroom** although on occasion this support may take place outside the classroom. Targets and provisions are made and a review takes place termly by the Student Support Coordinator, EAL staff, class teachers and TAs.
- Pupils requiring extra support for EAL are evaluated annually in order to ascertain their progress and identify their future needs.

Special Educational Needs and More Able Pupils

- Most EAL pupils needing additional support do not have SEND.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as More Able, they have equal access to school's provision. It should not be assumed that because a child has language needs they are not able.

Parental/Community Involvement

Where a pupil is identified as needing language support, parents are informed of this by the Student Support Coordinator. They are also informed of the targets that have been set for their child and are regularly updated as to their child's progress. They are also encouraged to meet with Student Support staff when necessary to discuss their child's progress.

BESA strives to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic and cultural backgrounds of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Sarah Sener
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