



English As Additional Language Policy (EAL)

Principles

At Turner Free School (TFS), our mission is to create scholars. Our scholars will obtain the education and social skills they need to be successful at university, in professional employment and in their home lives. We are a grammar school for everyone, with the highest expectations for achievement and conduct. Working as a team, we aim to create a calm and purposeful environment for our community in which all are welcome and able to learn. We also aim to deliver exceptional teaching and learning in order to ensure that all scholars, regardless of their starting point, have access to a Powerful Education and Success Without Selection.

One of our key goals is for every scholar read at or above their chronological age – this is a key Turner Schools Trust pillar. Our focus in this area will support all scholars, but particularly those with EAL to make excellent progress.

Our provision fulfils the requirements of the Equality Act 2010, and therefore, of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

We will implement a range of teaching and learning strategies in order to support scholars with EAL. In addition, our strong community ethos, Family Dining and our focus on all scholars receiving excellent instruction in Reading, Writing and Oracy will support all scholars to achieve.

Aims

In order to consistently deliver exceptional provision for scholars with EAL, we will:

- Work as a team to establish a strong culture of learning and to deliver exceptional teaching and learning for all
- Be proactive in removing barriers that stand in the way of EAL scholars' learning and success
- Implement whole school strategies to ensure that EAL scholars are supported in accessing the curriculum
- Provide a safe environment, where scholars with EAL are accepted, valued and encouraged to participate and succeed

- Welcome and value the cultural, linguistic and educational experiences that scholars with EAL bring to TFS
- Enable EAL scholars to acquire the English language skills they need to be able to fulfil their academic potential.
- Ensure that all staff have the knowledge, skills and resources to support EAL scholars

Approach

Identification - All EAL scholars will be assessed using the EAL Scholar Proficiency Scale (Appendix 1) as soon as possible. Their proficiency levels will be recorded on SIMS and shared with all staff. This will enable staff to be aware of the specific needs of scholars so that they are able to plan accordingly to ensure their progress. There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a scholar's mother tongue. Appreciating and acknowledging a scholar's ability in her/his own culture is crucial for her/his self-esteem.

Modelling - All staff will model excellent written and verbal communication skills and encourage scholars to use good English and full sentences at all times. We will use a system of non verbal cues for key instructions in order to reinforce our expectations for learning and behaviour. All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening.

Language Focus - There will be a positive and effective language ethos across the whole school and curriculum. This is also highlighted by our focus on the importance of all scholars learning French and becoming confident communicators.

Celebrating Diversity - Diversity will be valued and classrooms will be socially and intellectually inclusive.

CPD for Staff – Staff will be trained in how to deliver excellent lessons, which effectively support EAL scholars. There will be effective liaison between mainstream and support departments to discuss language development within the structure of the lesson.

Exceptional Teaching – Staff will employ a range of strategies to support EAL scholars in lessons and will have high expectations of all, setting appropriately challenging tasks which are responsive to their regular assessments of scholar progress.

Additional Intervention - Support will be provided in various forms, depending upon each individual scholar's needs, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

Communication - Spoken and written communication between the scholars and teaching and non-teaching staff, and between TFS, and parents and the local community, will be positive and appropriate, including the use of scholars' home languages where appropriate.

Trust Board Approval:

Review Date:

Appendix 1 – EAL Scholar Proficiency Scale

Proficiency in English Descriptors	
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A	New to English
A	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
Early Acquisition	
B	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
Developing competence	
C	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
Competent	
D	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
Fluent	
E	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.