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## ENGLISH ADDITIONAL LANGUAGE (EAL) PROTOCOL

### PROVISION TARGET GROUP

- **Internal migrants**—pupils who join the school as a result of moving house within the UK, including Gypsy, Roma and Traveller pupils
- **International migrants**—pupil who join the school from outside the UK, including refugees, asylum seekers and economic migrants
- **Institutional movers**—pupils who change schools without moving home
- **Individual movers**—pupils who move without their families, including looked after children and unaccompanied asylum seekers

### Key principles that underlie effective provision for students requiring EAL support in the school:

- Every child aged 5-16 has a right to a full-time place in school [*School Admissions Code of Practice (2003); Education Act 2006*]
- Every child has an entitlement to fulfil their potential through access to the National Curriculum. This is best achieved through integrating children within an inclusive, whole-school context [*National Curriculum (2000); The Children Act (2004); Every Child Matters: change for children (2003); The Children's Plan (2007)*]
- Provision should reflect a child's previous experience and knowledge as well as their language proficiency
- Schools should focus on the positive contributions made by newly arriving and mobile pupils
- Schools have a responsibility to promote race equality and community cohesion [*Equality Act 2010; duty to promote community cohesion*]
- Parents of newly arrived children should be supported so as to be able to familiarise themselves with the education system provided

### PRINCIPLES IN KEY AREAS OF PRACTICE

#### Admissions

Admissions procedures aim to be friendly, supportive and informative to the pupil and their family.

#### Experience

Induction is structured for the pupil and based on as much information as possible about a student's previous experiences and achievements.

#### Identity

We seek to demonstrate we value a pupil's home language, culture, life experience and ability.

#### Exit

We contact with the next school to ensure that information and knowledge has been communicated clearly to ensure continuity in learning.

#### Support systems

We implement support systems for the pupil in the short and long term, including a tutorial buddy.



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## Resilience

We aim to develop an overview of the impact of the experience of loss on the pupil and their family from the change in environment and culture.

## Safety

Policies and procedures are in place to ensure that the new student feels safe to enjoy and achieve e.g. anti-bullying policy, procedure for reporting racist incidents.

## INITIAL ASSESSMENT & INDUCTION

### Preparing a class for the new arrival

The guidance for Assistant Head, Admissions, pastoral staff and teachers:

- Consider placing a pupil who arrives with little or no schooling in a younger year group if appropriate
- Pair the child with another pupil who speaks the same language wherever possible
- Implement the buddy system
- Informing the staff - staff are informed about the new arrival at least 3 days between interviewing the pupil and parents/carers and the pupil starting school. Information collected is used to produce an information sheet to be distributed to teachers. This information will be used to inform decisions regarding the placement of the new pupil in an appropriate ability group; bearing in mind the pupil's potential

### Integration Procedures:

- EAL provision - Teach the pupil "basic survival English", using picture cards where appropriate
- EAL provision – Ongoing language support provision:
  - Ask questions that include the information needed in the response
  - With a buddy, get the pupil to label items around the room to help them remember the words
  - Start an alphabet word book – with pictures – and add to it as the pupil learns new words
  - Play games that allow participation without much need for speaking, such as circle games or 'Simon says'
  - Create a box of resources for the child to dip into, including bilingual materials and wordless books
  - Provide magazines and catalogues so that the pupil can cut out pictures, then sort and categorise them
  - Teaching assistants to lead practical small group activities, such as literacy skills development, book making, creating visual memory tools.
- Ask questions that include the information needed in the response i.e. "Would you like a green one or a blue one?" rather than "Which colour would you like?"
- Use gestures to reinforce language
- Seat the child near the front of the class in order to maintain eye contact with the teacher
- Allow the pupil to remain silent, accepting this as a normal stage of language development
- Demonstrate all instructions
- Encourage the pupil's use of his/her home language as a way of strengthening overall language skills
- Try not to over-correct developing English

## SUPPORTING LANGUAGE DEVELOPMENT

ZD has provided a teachers' guide to supportive activities to ensure that the first days in the classroom run smoothly. This document is available on the school intranet under EAL.



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## ASSESSING PUPILS WITH EAL

The statutory requirements for assessing pupils with EAL are the same as for pupils with English as a first language.

However, schools can choose to use supplementary assessments to establish a pupil's ability and development with English.

### The Extended Scale

*Pupils with EAL are likely to exhibit uneven development and attainment profiles.*

Supplementary assessment guidance used for pupils with EAL is contained in the document 'A Language in Common'. This guidance was produced in 2000 by the Qualifications and Curriculum Authority (QCA) and is still current.

On pages 7-9 the document sets out the principles of assessing pupils with EAL. From page 10 it explains what it calls the 'extended scale':

Early assessment criteria have been developed for listening, speaking, reading and writing. These criteria describe pupils' development at three steps before National Curriculum (NC) level 1 in English and through to NC level 2.

The guidance emphasises the importance of:

- Noting strengths and weaknesses of competence in English in the context of strengths and weaknesses in performance across a range of other subjects
- Gathering evidence for assessment from a wide range of sources
- Cross-referencing with specialist bilingual and special educational needs (SEN) staff if an underlying learning difficulty is suspected
- Remembering that pupils with EAL are likely to exhibit uneven profiles, not only within their linguistic competence, but also across proficiency in other subjects, depending on their familiarity and confidence with the material
- Acknowledging that pupils with EAL will develop in different ways: some may make rapid leaps, while others may remain silent for a long time even as they remain engaged and demonstrate their engagement in written work

### Using the extended scale:

The criteria should be used to make a first assessment of a pupil starting school as soon as reasonable to do so.

They should then be used at regular intervals until the pupil's work meets the relevant expectations of the NC levels.

The rest of the document is given over to descriptions of the extended scales, illustrated with examples and brief case studies.

### Principles of assessing EAL

*Assessment of EAL should adhere to the same principles of effective assessment that apply to all pupils*

EAL assessment should:



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- Recognise what pupils can do, and reward achievement
  - Be based on different kinds of evidence
  - Be a valid reflection of what has been taught or covered in class
  - Be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results
  - Be manageable, in terms of the time needed to complete the task and in providing results that can be reported or passed on to other teachers

Teachers assessing pupils learning EAL are advised to:

- Be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims
- Be sensitive to the pupil's first or main other language(s) and heritage culture
- Take account of how long the pupil has been learning English
- Assess in ways that are appropriate for the pupil's age
- Focus on language, while being aware of the influence of behaviour, attitude and cultural expectations
- Recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing

The extended scale:

- Step 1
- Step 2
- Level 1 threshold
- Level 1 secure
- NC level 2
- NC level 3
- NC level 4
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Against each level descriptor is a checklist of what pupils can do if they are at this level.

**On-going assessment** identifies appropriate Wave 2 (small group) or Wave 3 (small group or individual) additional time-limited programmes of support for individual pupils who have additional learning needs unconnected to the acquisition of EAL. This information is recorded in your school's provision map. These additional needs can include:

- Speech, language or communication difficulties
- Literacy or numeracy difficulties
- Emotional, behaviour or social difficulties

## **CURRICULUM PROVISION**

### **Provision mapping**

A pupil's additional needs are identified and appropriate support or intervention strategies are put in place

### **Planning**

Teaching and learning opportunities are available and under development to raise the attainment of EAL pupils: the development of effective assessment systems, the strengthening of schemes of work, the building effective home-school partnerships.

### **Cognitive challenge**

Planning takes into account both the pupil's language and curricular needs, including collaborative work with visual and contextual support, speaking and listening, use of first language.



## Assessment for learning

The pupil's English is assessed quickly on arrival and an appropriate language for learning development plan written put in place.

### Teacher checklist to encourage curriculum planning which takes into account the EAL pupil's language and curricular needs:

- Do I plan clearly defined and staged tasks which are purposeful, practical, and geared towards the pupil's experience?
- Do I plan for collaborative work with visual and contextual support?
- Are tasks designed to encourage involvement and contribute to the work of the class as a whole?
- Are there opportunities for pupils to listen, tune into and absorb English before they are ready to speak?
- Do I recognise the importance of talk with a range of partners in my planning?
- Can pupils talk or write in their first language?
- Do I structure a supportive print environment with writing related to the current theme?
- Are the languages, cultures and experiences of all pupils reflected in the resources?
- Do resources support independent learning in dual or first languages?
- Are there built-in on-going assessment opportunities?

### Reflective, solution oriented thinking process in making provision for students with EAL:

- What will I need to do to change my classroom and teaching approach to make this difference?
- What will be happening when I am I point higher?

On a scale of 0 –10, where do I score myself now?

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

(Totally concerned)

(No longer concerned)

- What will be happening when I am no longer concerned about this pupil?
- What has worked in the past? How am I coping with the situation now?"
- When did I expect problems to arise, but they didn't?"
- I'm concerned about this pupil: how supportive is my classroom and teaching approach? What else can I do?"

## SOCIAL CAPITOL

### Participation

Strategies to ensure the pupil is aware of all aspects of school life and are there opportunities to get involved.



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## Extended services

Deployment of extended services provision for the community to lessen any feelings of isolation, for example the provision of relevant opportunities for family learning.

## Community cohesion

Creation of opportunities to promote interaction to develop positive relationships within the community, where possible and appropriate

## Parents

The admissions meetings with parents, initial assessments and pastoral provision aim to reduce the typical barriers for students with EAL.

Typical barriers which might emerge for an EAL pupil include:

- impact of different losses –use of first language, culture, identity, family, friends, neighbourhood, religion, etc.
- racism
- missed education
- isolation
- acquiring English as an additional language
- different expectations held by pupils, families or school staff

Promoting the successful learning and participation for pupils with EAL is a **long term** issue. A child or young person may settle well initially, but the emotional impact of loss may emerge later on. They may speak fluently to friends or in class, but learning academic language competently takes several years longer.

Key approaches that can overcome barriers and promote an effective, inclusive teaching and learning environment include:

- Knowing our pupils
- Positively reinforcing our pupils' sense of identity
- Planning for supportive curriculum planning and classroom management
- Establishing positive interactions and relationships between staff and pupils
- Assessing and evaluating this environment and our pupils' progress

## Monitoring and Review

The Senior Leadership Team shall review this protocol from time to time to ensure that it meets legal requirements and reflects best practice.

If Staff have any questions about this protocol or suggestions for additions that they would like to be considered on review, they may do so by emailing the Principal or Business Manager.

The School will continue to review the effectiveness of this Protocol to ensure it is achieving its stated objectives.

## Date of Review

December 2014