



Ark Burlington Danes  
Academy

ENGLISH AS AN ADDITIONAL  
LANGUAGE POLICY

2020-2021

Ark

## POLICY INFORMATION

**Named personnel with designated responsibility for all matters associated with EAL:**

Role	Designated Person	Contact Details
EAL Co-ordinator	Aicha Akhazzan	Aicha.akhazzan@burlingtondanes.org
Senior leader who manages EAL Provision	Elizabeth Rhodes	elizabeth.rhodes@burlingtondanes.org
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**Policy review dates (frequency of review: annual)**

Review Date	Changes made	By whom
June 2019	Policy created	E. Rhodes
September 2020	Policy reviewed	E. Rhodes

**Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
<b>2019/20</b>	September 2019	Paul Simon
<b>2020/21</b>	September 2020	Paul Simon

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## 1 OUR VISION, VALUES AND AIMS

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Ark Burlington Danes is a Church of England community school guided by its Christian ethos. At Ark Burlington Danes Academy, we believe that everyone deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Fundamental to the realisation of this challenging aspiration is an absolute commitment to providing a learning environment where students with English as an additional language (EAL) make exceptional progress and fulfil their potential.

As an inclusive school, we provide an education which:

- is characterised by high expectations of every student, including those with EAL
- is broad and balanced with full access to the National Curriculum
- provides careful assessment and close monitoring of each individual student's progress and outcomes
- equips all students with the habits of mind, dispositions and learning power to be successful learners
- recognises and celebrates achievement in all its forms
- enables every student to become a full, independent and positive member of the community.

## 2 DEFINITION OF ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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English as an Additional Language refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects. EAL students will be at different stages of language acquisition, from complete beginner to advanced bilingual. However, those at the same stage are highly likely to have different backgrounds and needs. Their experience of schooling overseas may be different. Some students may have had little or no formal education and may not be literate in any language. Some students may have developed knowledge and concepts in subjects such as science and maths through another language. The conceptual thinking of EAL students may be in advance of their ability to speak English.

Some EAL learners may have learning difficulties. However, simply because a student has a home language which is different from the language in which he/she is taught or he/she is a new arrival in the UK, it does not mean that they have Special Educational Needs (SEND).

## 3 MONITORING THE PROGRESS AND ATTAINMENT OF EAL LEARNERS

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At Ark Burlington Danes Academy we assess and closely monitor the progress and attainment of every student. Assessment is largely performance-based and provides accurate and reliable information to inform teaching and to support effective progress in learning for all students, including those with EAL needs.

We screen all students on entry, using the following tools:

- CATS (Cognitive Abilities Tests) at the end of Year 6
- NGRT and WRAT4 reading age tests at the beginning of each year, starting in Year 7
- Regular subject assessments throughout each teaching term, starting in Year 7
- on-going observations by teachers, form tutors and Learning Support Assistants (LSAs)

We assess any students who are at the earliest stages of learning English to establish their proficiency and literacy in their first language and to establish their prior knowledge and experience in other subjects. The Bell Foundation's **EAL Assessment Framework for Schools (Secondary)** is used to measure beginner EAL students' developing proficiency in speaking and listening, reading and writing until the point at which they begin to work at equivalent standards to first-language English speaking students.

At Ark Burlington Danes Academy the SEND team monitors the language development of beginner EAL students. This includes observing students (both in and out of the classroom), conducting diagnostic assessments, and consulting with subject teachers. All students with English as an Additional Language are included on the school's EAL register as being advanced, developing or beginner learners. This register is circulated to all staff at the start of the year and redistributed as it is updated.

The identification and assessment of the SEND of students whose first language is not English is given particular care. The student's performance in a range of subjects is considered to establish whether the difficulties being encountered arise due to English not being a first language or from the student having SEND (*see BDA Secondary SEND policy*).

## 4 SUPPORTING THE LANGUAGE DEVELOPMENT OF EAL LEARNERS

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EAL students 'learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models', *Ofsted EAL briefing paper, 2012*.

At Ark Burlington Danes Academy, EAL students are given access to a broad and balanced curriculum and learn alongside their peers. All teachers are teachers of literacy and are responsible for supporting all students to develop their language skills, including EAL learners.

Any withdrawal of EAL learners from the mainstream classroom is for a specific purpose, time-limited and linked to the work of the mainstream classroom. In such instances the LSA and the subject teacher liaise to plan the withdrawal lesson(s) and to review the progress of EAL student concerned. Additional targeted support, such as individual or small group literacy work or independent learning support, is provided outside of lesson time, either before or after school hours, as and when required. The purpose of any such targeted interventions is to help EAL students apply their learning in mainstream lessons.

At Ark Burlington Danes Academy EAL students are supported in their learning by:

- a tailored induction programme for new arrivals including a buddy system and highly-structured individual/small group interventions, where applicable
- high quality whole-class inclusive teaching
- an appropriate level of cognitive challenge in lessons, with appropriate language scaffolding
- visual support to help them access the curriculum, including dual language texts, bi-lingual dictionaries and pictorial prompts, where appropriate
- careful consideration of grouping i.e. a new arrival is not automatically placed in the lowest attaining set
- a rich programme of extra-curricular activities.

## 5 RESPONSIBILITIES OF SUBJECT TEACHERS

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**Subject teachers** have a responsibility to ensure that they:

- plan collaboratively with the LSA, focusing on language and subject content in lesson planning
- provide targeted support to learners of EAL. Such support involves pre-teaching to enable pupils to access the lesson content, as well as support during the lesson and follow-up consolidation
- provide individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise
- use a range of strategies to develop and consolidate students' skills in speaking and listening, reading and writing
- modify or design specific resources to scaffold and support the learning or curriculum access needs of students with EAL
- closely monitor progress of EAL students
- ensure that more advanced learners have continuing support to meet their varying needs as they develop competence in English
- ensure that the cognitive challenge for EAL students remains high.

For further guidance, see *Appendix 1 'Strategies to support New to English/ Beginning EAL students in the classroom'*.

## 6 RESPONSIBILITIES OF LEARNING SUPPORT ASSISTANTS

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**Learning Support Assistants** have a responsibility to ensure that:

- subject teachers are aware of the range of needs of the EAL learners in their classes
- they plan collaboratively with subject teachers, focusing on language and subject content in lesson planning
- targeted support is provided to learners of EAL. Such support includes individual and small group literacy work and independent learning support
- individual support, either before or during the lesson, on occasions when specific difficulties and misconceptions arise is provided
- subject content materials are adapted to make them accessible for new arrival EAL learners
- specific resources are available to scaffold and support the learning or curriculum access needs of students with EAL
- they monitor the progress of EAL students and report their progress to subject teachers
- more advanced learners have continuing support to meet their varying needs as they develop competence in English

## 7 TRAINING

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We are committed to offering staff training that enables them to feel confident and skilled when dealing with the diverse needs of the students they are supporting, teaching and working with. A programme of training on issues related to EAL will be scheduled each year.

## 8 REVIEWING THE POLICY

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Governors, the Principal, the SENCo and EAL Co-Ordinator, paying regard to views expressed by students, parents and all agency staff who have been consulted or have contributed to EAL provision during the year,

will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

## 9 EQUALITY IMPACT STATEMENT

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

## 10 APPENDIX 1: STRATEGIES TO SUPPORT NEW TO ENGLISH/BEGINNING EAL STUDENTS IN THE CLASSROOM

*N.B. For further information on supporting EAL learners in the classroom, see The Bell Foundation's document on **Classroom Support Strategies for Secondary EAL Learners**.*

SPEAKING AND LISTENING	READING AND WRITING
<b>CLASSROOM ORGANISATION</b>	
<ul style="list-style-type: none"> <li>• In the early stages provide opportunities for someone who speaks the EAL learner's first language e.g. a learning support assistant (LSA), older learner or sibling to visit and mentor the learner in class</li> <li>• Sit the EAL learner near the front, where they can see your face straight on. This will ensure they can hear properly and pick up visual clues from facial expression</li> <li>• Pair the learner with <b>first language</b> buddies to support understanding</li> <li>• Sit the learner next to other students who are supportive language role models (groups of 3 tend to work well; sit the learner with a pair who have been briefed to include and support them)</li> <li>• Involve the learner in routine classroom tasks (handing out books, etc.)</li> <li>• Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts, key words, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Print slides from the whole-class teaching screen so the EAL learner can refer back to them</li> <li>• Train the learner to put date, title, underline, etc.</li> <li>• Allow learners with the <b>same language</b> to sit and work together at certain points in the lesson</li> </ul>
<b>ONGOING DIFFERENTIATION</b>	
<ul style="list-style-type: none"> <li>• Speak to the learner using normal speed, stress and intonation, or a little slower if you tend to speak quickly</li> <li>• Use your facial expression, tone of your voice, your body (gestures, quick mimes) to make meaning clear</li> <li>• When speaking at length, repeat and recap main points</li> <li>• Use a limited range of instruction language and question forms. Keep instructions clear and to the point</li> <li>• Use concrete examples to talk about abstract ideas or concepts</li> <li>• Allow thinking time in order to elicit a more detailed/accurate response</li> <li>• Provide opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal)</li> <li>• When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and model new language</li> <li>• Engage the learner in 1-1 discussion about the learning content. Use this as an opportunity to reinforce key language from the lesson (vocabulary, grammar, pronunciation) and to actively support development of comprehension and fluency</li> <li>• Encourage the learner to talk about what they are doing or have done in the lesson in order to assess the extent of their understanding of a specific task</li> <li>• Target the learner for simple differentiated Yes/No questions, plan to do this daily</li> <li>• Allow the learner to discuss what they have heard with another speaker of their <b>first language</b>, if available</li> <li>• Use <b>collaborative activities</b> as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/spotting/sequencing activities, or use of <b>graphic organisers</b></li> <li>• During <b>group work</b>, remind peers to use accessible language, speak clearly and give the learner opportunities to speak</li> <li>• Use <b>speaking frames</b> or <b>substitution tables</b> as support for joining in, e.g. brainstorm, whole-class discussions, plenaries</li> <li>• Include active listening tasks in lessons as a starter, e.g. true or false, odd one out</li> <li>• Encourage active listening that reflects real life situations and involve the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard</li> <li>• Provide opportunities to listen with a purpose, e.g. <b>take notes, complete a diagram, fill gaps</b></li> <li>• Use supportive lesson resources, e.g. <b>cards to match, picture-sorting</b>, sentence-ordering to familiarise the learner with key vocabulary that will appear in the text they are about to listen to</li> <li>• Use any available comprehension supports such as <b>images, artefacts</b> and textbook diagrams</li> <li>• Provide a <b>bilingual dictionary</b> if the learner is literate in their first language</li> <li>• Use online tools, such as <b>Quizlet</b> to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson. By using <b>Flipped Learning</b> pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content</li> </ul>	<ul style="list-style-type: none"> <li>• Show the learner how to navigate a non-fiction book, dictionary or textbook</li> <li>• Make sure any writing on the board is clear and set out helpfully, e.g. bullet points, full sentences, letters formed clearly</li> <li>• Read out any text written on the board and on handouts clearly and slowly</li> <li>• Provide plenty of <b>visual</b> support for writing, e.g. pictures to describe, storyboard to recount events</li> <li>• Teach <b>vocabulary</b> in books/texts before reading, providing a translation or encouraging learners to look up the words</li> <li>• Use paired/group <b>reading</b> to encourage the learner to read material that may be just above their reading level, build up oral skills and learn new vocabulary</li> <li>• Use colour-coding to <b>highlight key information</b> in reading texts</li> <li>• Practise <b>active reading</b> strategies, e.g. prediction, scanning for key info, using prior knowledge</li> <li>• Prior to writing, offer the learner an oral 'rehearsal' opportunity</li> <li>• Supply construction aids such as <b>writing frames, substitution tables, sentence starters and flow charts</b></li> <li>• Allow learners to write in their language, particularly if they want to show you that they can do the task (e.g. write a ghost story, critique a painting, explain a phenomenon) in their first language. Give this equal status to other learners' writing</li> <li>• Encourage the learner to make a personal <b>bilingual dictionary</b> of subject-specific language for each subject</li> <li>• Provide bilingual fiction books if possible/available</li> <li>• Provide bilingual dictionaries and access to Google Translate (good for single and simple sentences) and Google Images</li> <li>• Where possible, provide reading/writing tasks that have some link with main class topics. There are many curriculum-related tasks/resources on the <b>EAL Nexus</b> website or resources can be created quickly using software such as <b>Communicate in Print</b></li> <li>• Use <b>Directed Activities Relating to Text (DARTs)</b>, for example:             <ul style="list-style-type: none"> <li>○ Sorting/matching/spotting/sequencing activities – using <b>graphic organisers</b></li> <li>○ Labelling – choosing/matching/writing</li> <li>○ Activities with missing words, phrases or sentences</li> <li>○ Cut up text/pictures for learner to re-sequence</li> </ul> </li> </ul>

SPEAKING AND LISTENING	READING AND WRITING
<b>LANGUAGE FOCUS</b>	
<ul style="list-style-type: none"> <li>Plan for, teach and model vocabulary, language structures and sounds/combinations of sounds needed for topic, task and/or genre (see examples of planning for language in lesson plans on the <a href="#">EAL Nexus</a> website)</li> <li>Identify the language functions, structures and vocabulary needed for the task, and provide scaffolding, for example: <ul style="list-style-type: none"> <li>Greeting: repeat daily social language exchanges: hello, good morning, please, thank you (not all languages have separate words for this).</li> <li><b>Model</b> this by repeating the same exchanges with other learners</li> <li>Naming/identifying key classroom and school areas/objects/people, <i>This is a..., It's a...</i></li> </ul> </li> <li>Teach key language needed for classroom and school areas/objects/people; words/phrases for basic survival/needs/wants. Use visuals e.g. flashcards or classroom signs to reinforce the learning of this language</li> <li>Within longer instructions, include signposts such as <i>firstly, then</i></li> <li>Ensure any key words for a lesson are taught, translated, accompanied by <b>pictures</b> or looked up in a <b>dual-language dictionary</b> before the lesson etc.</li> <li>Teacher/LSA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary.</li> <li>Help the learner to make links between first language and English. This can be achieved through use of bilingual dictionaries, discussions in first language with a peer who shares the same language or by making own bilingual glossaries. Activities/tools such as these can help increase the learner's understanding of how language works, develop English as an Additional Language and support access to the curriculum</li> <li>Move away from closed to open-ended questions that require a more detailed response, e.g. <i>Closed question: Do you like pizza? Open question What food do you like?</i></li> </ul>	<ul style="list-style-type: none"> <li>Highlight regular phonics patterns and any common exceptions</li> <li>On <b>vocabulary</b> lists, give subject-specific vocabulary in a typical sentence context, not just as single words</li> <li>Model and highlight the use of punctuation to demarcate clauses and sentences</li> <li>Point out any words or phrases used that are from spoken or informal English, supplying alternatives if needed</li> <li>Model and highlight the structure of a paragraph, e.g. topic sentence and development, linking ideas to other paragraphs</li> <li>Help learners who are literate in their first language to gradually build up a set of <b>flashcards</b> with high frequency words in English on one side and a translation on the other side</li> </ul>
<b>MARKING AND FEEDBACK</b>	
<ul style="list-style-type: none"> <li>Respond positively when the learner attempts to speak spontaneously, says more complex or extended sentences, uses modelled sentence patterns, etc.</li> <li>Correct inaccurate attempts to use more complex language by repeating what the learner has said using the correct language form, e.g. <i>'I not have pen.'</i> <i>'You don't have a pen? Look, I've got three pens.'</i></li> <li>Provide a range of opportunities for the learner to check comprehension, e.g. by repeating in their own words, asking peers, writing down what the key message is etc.</li> <li>Use the speaking and listening descriptors from bands A and B in the <a href="#">EAL Assessment Framework for Schools</a> to check progress and set appropriate targets that promote learning</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that the learner may be able to match letters to their sounds when reading but may not understand what they have read</li> <li>Positively acknowledge attempts at content and understanding the task, regardless of errors</li> <li>Ask the learner to review what they have read and retell it in their own words</li> <li>Check comprehension by using stop-check-discuss, asking the learner to explain a word or phrase they have read</li> <li>Encourage the learner to identify <b>vocabulary</b> and ideas that they have read and not understood. Ask the learner to highlight key words within a text and then research these for homework</li> <li>Ask the learner to read out, review and improve what they have just written</li> <li>Comment first on content of writing, then on accuracy. Use simple English for comments.</li> <li>Where there are many written errors, write out a correct rendering of the whole text, rather than just correcting errors on the learner's work</li> <li>Use the reading and writing descriptors from Band A and B of the <a href="#">EAL Assessment Framework for Schools</a> to check progress and set appropriate targets that promote learning</li> </ul>
<b>COMMUNICATION WITH HOME</b>	
<ul style="list-style-type: none"> <li>Keep parents informed of topics being covered in class and encourage them to discuss and research these in their <b>first language</b></li> <li>Send home visual vocabulary flashcards relating to topics being covered in class, and provide ideas on how to play games with them. See EAL Nexus <a href="#">flashcards</a></li> <li>Give parents details of useful websites for learning English and for help with homework such as <a href="#">Learn English Teens</a>, making sure these are age-appropriate in content and appearance</li> <li>Use the student planner or a dedicated notebook to communicate with home. Keep English simple or write messages in first language if you can arrange this</li> <li>Encourage parents to switch on the subtitle function on the home TV so the learner can listen to and read the English as they watch</li> <li>Ask parents not to insist/expect their child speaks English at home; if the child dismisses their first language in favour of English, encourage parents to keep using the first language themselves and to explain how important it is to maintain it</li> </ul>	<ul style="list-style-type: none"> <li>Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary</li> <li>Write the homework down clearly in simple English in the learner's student planner. Write down in first language if possible</li> <li>Give parents useful websites for EAL learners, such as <a href="#">Learn English Teens</a> and <a href="#">BBC Bitesize KS3</a> and <a href="#">GCSE bitesize</a>, making sure these are age-appropriate in content and appearance</li> <li>Actively encourage parents to teach and develop <b>first language</b> literacy skills</li> <li>Encourage the family to join the local public library to borrow books and DVDs as well as use the ICT facilities</li> </ul>