



Founded 1125

Policy no E49

Reading School

English as an Additional Language (EAL) Policy

Responsibilities

Policy Owner:	Chrus Evans Headteacher
Governors Committee	EXPC Committee

Audit Control

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1. Introduction / Mission statement

Reading School builds its foundation on four pillars: Excellence, Integrity, Leadership and Community. Reading School is proud of the diversity of its student body and actively encourages equality and inclusion amongst its community. Students with English as an additional language (EAL) nearly always present as highly competent and fluent in all areas. Those requiring more support are identified and worked with on an individual basis, with all stakeholders involved, so as to provide the best possible access to all of their studied curriculum, and therefore the best possible outcomes for that student to enable them to flourish.

2. Statement of aims and commitment

Reading School aims to ensure that all EAL pupils can:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Be fully included into the community at Reading School
- Flourish and reach their full potential

Reading School has the following objectives:

- To identify and assess individual student's needs as soon as possible via this [form](#)
- To acknowledge the importance of student's home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and students are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

3. Context

Reading School is proud of its diverse student body. The cultures and heritage of our students and their families is regularly celebrated.

The Government defines EAL learners as: *'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.'* (DfE Schools, Pupils and their Characteristics July 2020)

Data will be reviewed to gather: the number languages that are spoken by Reading School students, how many are new to English / in the Early Acquisition stages (therefore requiring no significant support to access the curriculum), how many students are developing competence (therefore requiring no significant support to access the curriculum) and the percentage of students who are competent or fluent users of EAL. The data will also include how many students using EAL qualify for pupil premium or are boarders.

4. Management and Administration

English as an additional language is addressed in all departments by subject teachers. All pupils with EAL are included in mainstream classes as quickly as possible. As with all learning barriers, tailored in-class support is provided depending on need. Reading School will work closely with parents for self-assessment according to EAL scales, and provide updates regarding their child's progress, if appropriate.

5. Teaching and Learning Strategies

Top tips for teachers of EAL learners:

- Referral to external agencies, if necessary.
- Initial direct teaching to aid acquisition of English.
- Use of bi-lingual resources, eg, dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- In-class support (if funding available).
- Additional visual support, eg, posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

6. Planning, monitoring and evaluation for EAL

If appropriate (as self-identified as not fluent), student's acquisition of English to be monitored using EAL scales. Student's attainment in curriculum areas to be monitored using:

- Termly individual progress sheets.
- Discussion with subject staff.
- Annual School Report.

7. Resources

A range of resources may be used to support a student's linguistic development. These include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software

8. Parents/carers and the wider community

Reading School produces a weekly online Bulletin for the whole school community (students, parents, staff, alumni, governors and stakeholders) containing news, information and insights which includes evidence of the school's commitment to creating a sense of belonging and community. Alongside this, parents' views are regularly sought through online questionnaires along with the school hosting parent events in order to provide a safe and meaningful space for parents to be able to share their experiences and hear from school staff and external speakers in relation to their child's development.

9. Diversity & Inclusion

By working within statutory frameworks, legislation and policy and by using sources of best practice and expertise, Reading School's approach to diversity and inclusion includes:

- Being committed to creating a safe school and workplace free of any form of bullying, harassment and discrimination. If bullying, harassment or discrimination is identified, responding quickly to minimise harm, while providing victims and perpetrators, an assessed level of support.
- Ensuring policies such as diversity, bullying, safeguarding, recruitment and admissions policies are up to date and relevant.
- Providing opportunities within the school and extra curriculum for students to learn, discuss and demonstrate all aspects of diversity and inclusion.
- Seeking feedback from the school community in relation to its diversity and inclusion efforts in order to tailor its approach.
- To evidence how Reading School is committed to its Equality and Diversity strategy and in order to share what difference, inclusivity and diversity look like.

Definitions

Diversity refers to the variety of our students, staff, families and all stakeholders which make up the whole school community. This variety refers to characteristics which include; identity; gender; ethnicity; sexual orientation; disability; age; religion; belief; culture; socioeconomic background; family and marital and civil partnership status.

Inclusion refers to the sense of belonging where our whole school community feels valued and able to bring their whole selves to the school in a way that is authentic and respects the boundary between personal and school lives. Through the leadership of students, staff and the school community, we as individuals can contribute to an inclusive culture through everyday behaviours.

10. Key responsibilities and staff

Ms Lizzie Ayres – EAL co-ordinator – has overall responsibility to track progress of EAL students. There is close liaison with the Teaching & Learning team, SENCo, English department, teaching colleagues, teaching support staff.

11. Monitoring, review and evaluation of the policy

This policy will be reviewed annually, and updated alongside the [EAL Assessment Framework for Schools- Secondary V2 \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk)

APPENDIX 1

Common Errors made by EAL students

Errors in English made by second language speakers are usually a result of differences in their first language and are rarely or never made by mother tongue English speakers. The most common ones are included in the list below:

Grammar point	Example of likely error
Past perfect (the had form of the verb, used to indicate a completed action before another, in the past)	Omission – e.g. <i>I didn't have any money because I lost my purse</i> instead of <i>had lost</i> .
Subject-verb agreement	<i>He/she want</i> <i>you wants</i>
Plurals	Omission of “s” indicating the plural from the end of a noun
Phrasal verbs (made up of a verb and one or more prepositions – <i>look up, look forward to, look over, look after</i> etc.)	Incorrect preposition, resulting in a completely different meaning from the one intended
Preposition use in adverbials (expressions used to answer how, when, where questions – e.g. <i>at that time, in an hour</i> etc.)	Incorrect preposition – e.g. <i>on that time</i>
Question tags (<i>isn't it? aren't they? shouldn't you?</i> etc.)	Use of “isn't it?” for all question tags – e.g. <i>I'll be seeing you later, isn't it?</i> (Note: this used to be the single most irritating error made by EAL speakers but has now been used SO often that it is almost beginning to sound correct and has certainly lost its shock factor!)
Articles (<i>the, a</i> and <i>an</i>)	Incorrect use – <i>the</i> for <i>a/an</i> or vice versa; omission
Vocabulary choices	“Odd” sounding words – e.g. <i>which rose extreme controversy; sets her contrast on; the poem jumps in to a stereotypical female role</i>

The written English of second language speakers also frequently shows common weaknesses. These, though, are also seen in mother tongue English speakers. Common areas include:

Simple/subject starter sentences	Overuse – e.g. <i>She looked at the cat. The cat was sitting quietly on the couch. She went and stroked it. It started to purr.</i> There is nothing incorrect about these sentences – and starting with the subject is the basic form for English sentences - but an overuse begins to sound very immature and boring.
Modal verbs – auxiliary verbs used to express likelihood, ability, permission or obligation (e.g. <i>can/could, may/might, shall/should, must/must have</i> etc.)	Underuse – again, leading to immature and unsophisticated writing lacking subtlety; a lack of nuance
Passive voice	Underuse – with similar results (see above)

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