



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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EAL POLICY

English as an Additional Language Policy (EAL)

Aims

At Jamia Islamia Birmingham we are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Our aims for raising minority achievement will be:

- To ensure that the school (in its wider sense) is welcoming
- To assess individual children for cognitive level, education background and linguistic repertoire
- To establish communication links with home and family and to identify cultural and religious background
- To monitor and assess progress regularly to check that pupils have the opportunity to achieve their full potential for learning
- To liaise with other phases of education when appropriate
- To keep all staff informed by providing opportunities for information sharing/gathering.
- To ensure all staff will be made aware of the cultural needs of children and every effort will be made to ensure the school is welcoming:
 - By including reflection on other cultures as a normal part of the curriculum
 - By having parents' information booklets on display where appropriate and available
 - By promoting language awareness throughout the school
 - By having available dual language notices and books where appropriate and displaying pictures reflecting different cultures
 - By being sensitive to cultural needs
- Staff will disseminate relevant information gained through inset to all teaching, support and supervisory staff.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need

to be explored.

- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Pupils newly arrived from abroad and who speak no English

Some strategies are:

- We do our out most to get to know our pupils and their background as we feel this helps us to get to know Pupils individual needs and allows us to meet needs more efficiently and effectively.
- We assign a friend/mentor from the class to support the pupil in finding their way around and to help with relationships;
- We provide support for the essential language needs first - focusing on the Basic English needed for survival.
- We endeavour to find bilingual help from translation services and/or volunteer helpers.

Teaching and Supporting EAL Pupils

School/ Class ethos

- We recognise the Pupil's mother tongue is a language and that Pupils do have a language just that they have a different language/s;
- We ensure that our classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- We work to build the pupils' self-esteem
- We are aware that it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success
- We are also aware that literacy in a home or community language can support English literacy - there are cultural, social and technical variations in literacy in different contexts.

Identifying pupils' strength

- pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences
- We value the cultural differences brought by the pupil to the class as a bonus and use this in our teaching.

Expectations

- We have high expectations - and expect our pupils to contribute and to give us more than one-word answers.
- We believe that most bilingual pupils are capable of high achievement, even when they are beginners in English.
- The literacy goals set in English are the same for all pupils we believe that many bilingual pupils will also become literate in one or more other languages
- We are aware that the process of becoming literate in either a first or an additional language has both similarities and differences and the greater the knowledge we have of the particular features of the Pupil's mother tongue will help the pupils to achieve quicker.

Teaching and learning strategies

- We ensure that EAL pupils are set appropriate and challenging learning objectives
- We recognise that EAL pupils need more time to process answers
- We believe that talking about language and literacy with peers and adults is essential as it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- We allow pupils to use their mother tongue to explore concepts
- We give newly arrived pupils time to absorb English and we are aware that a pupil may go through a 'silent period' when pupils understand much more English than they use. This period will pass as their self-confidence builds.
- We group Pupils to ensure that EAL pupils hear good models of English, wherever possible
- We offer bilingual support from bilingual support teachers, professionals and Volunteers, this is invaluable in supporting pupils learning EAL, to ensure that they understand the concepts and vocabulary
- We use collaborative learning techniques to encourage pupils to work together in pairs and small groups, as this promotes learning for EAL pupils.
- Extra support can be provided through bilingual dictionaries, extra homework for catch-up and withdrawal support.

The role of the Class Teacher

The class teacher, wherever possible in consultation with SENCO, will ensure that bilingual pupils are assessed in their home language to determine their cognitive level and linguistic repertoire. For all minority ethnic pupils, account will be taken of their educational background. The class teacher will also ensure that differentiated work, 'suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

The Role of SENCO

School assessment procedures will be regularly reviewed to ensure they are not biased. All bilingual pupils will be reviewed regularly to ensure that their progress is maintained by setting targets to reflect their cognitive level. Whenever possible contacts with pre-school and transfer schools will be arranged to exchange information about the child's linguistic and cognitive ability, what support has been given and how parental partnership has developed.

Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

English Proficiency Grading

A: New to English:

- 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.

B: Early acquisition:

- 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.

C: Developing competence:

- 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.

D: Competent:

- 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.

E: Fluent:

- 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.

N: Not Yet Assessed

- is also available for use where the school has not yet had time to assess proficiency