



British Junior Academy of Brussels
AEN Policy Part 2:
English as an Additional Language
Policy
Revised January 2016



The British Junior Academy of Brussels

AEN Policy Part 2:

English as an Additional Language (EAL)

This policy is for the whole school, including the Early Years Foundation Stage

1.0 AIMS AND OBJECTIVES

The aims of this policy are:

- to welcome and value the cultural, linguistic and educational experiences that pupils with English as an Additional Language bring to the school
- to implement strategies to ensure that pupils with English as an Additional Language are supported in taking part in all activities
- to help pupils with English as an Additional Language to become confident and fluent in speaking and listening, reading and writing in English, in order to fulfil their academic potential
- to encourage and enable parental support in improving children's attainment

2.0 PURPOSE

The purpose of the English as an Additional Language (EAL) policy is to describe provision for pupils with EAL; how pupils with EAL are assessed, what provision is made and how this provision is monitored.

3.0 DEFINITIONS

3.1 English as an Additional Language

An EAL pupil is one whose primary language or Mother Tongue is different from English. Included in this are pupils who come from an English speaking background but who have been educated in languages other than English. These pupils may require additional support to fully access our curriculum. Some pupils may speak a variation of English that differs significantly from the types of English used at the British Junior Academy of Brussels (BJAB). If this is the case they may need assistance in developing skills in reading, writing, speaking and listening.

The term English as an Additional Language is preferred over terms such as bilingual or English as a Second Language, as many of our pupils are learning English as a second, third or even fourth language. This group includes a wide range of experiences, from newly arrived pupils in the early stages of English language acquisition to more advanced learners of English.

EAL pupils may be:

- newly arrived from another country and school
- newly arrived from another country, but an English speaking school
- newly arrived, but from a French or Flemish school
- born abroad, but moved to Belgium at some point before starting school
- born in Belgium, but in a family where the main language is not English

3.2 Special Educational Need and Disability (SEND)

Pupils have a SEND if they have a learning difficulty or a disability that calls for special educational provision to be made for them. See SEND policy for further guidance.

3.3 Able, Gifted and Talented (A, G and T)

Pupils may be considered as A, G and T if they exceed the expectations on learning at age-appropriate level in any area of the curriculum. See A, G and T policy for further guidance.

4.0 PROVISION

EAL pupils need varying levels of provision and each child is supported based on their individual needs. It is vital that provision is consistent across all areas of school life and is supported through activities at home.

4.1 In-class support

In-class support may be given to any EAL pupils, including those who are not receiving any other form of support. In-class support involves the EAL teacher going in to the mainstream classroom to work with individual learners or small groups. They work closely with class teachers and are involved in the planning process to ensure that the needs of each individual child are identified and met.

4.2 Withdrawal group support

Pupils are normally withdrawn from the class during their timetabled French session and these withdrawal lessons are taught in small groups. The groups are normally taken from across the year group and pupils are grouped with others of a similar ability in English. During these lessons, pupils are taught basic skills in English. Teaching includes a focus on the core skills of language teaching, including listening, speaking, reading, writing and grammar. They may also work on topics covered in the mainstream class at a level to suit their needs.

4.3 Supporting at home

It is very important that a pupil's native language and culture be reinforced during the process of learning an additional language. By using both languages at home, parents can help to ensure

pupils achieve high standards in both languages. It is important that pupils make links between their environment and the English language.

There are a number of ways to support this, which include:

- putting labels (in English and their native language) on key items in their room and around the house
- encouraging them to use English at home by asking them to talk about their day in English
- encouraging, but not forcing, the reading of English books – reading should be an enjoyable experience! Help to make the experience of reading more meaningful by asking questions about the story
- assisting with children's homework
- helping to develop confidence when using English, which can be achieved by using positive reinforcement in the form of praise

5.0 ROLES AND RESPONSIBILITIES

For the majority of their time at school, pupils with EAL will be integrated in all the same classes and activities as native speaking English pupils. Everyone in the school is therefore responsible for supporting pupils with EAL to become more fluent in English.

5.1 Parents

Partnership with parents plays a key role in enabling children with EAL to achieve their potential. The school recognises that parents have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They can also provide a valuable source of support for their child's learning at home. All parents of children with EAL are partners and are encouraged to play an active and valued role in their children's education (see paragraph 4.3 above).

5.2 Additional Educational Needs Co-ordinator

The Additional Educational Needs Co-ordinator (AENCo) has a role to play in the process of providing for the needs of pupils with EAL.

The AENCo will:

- ensure the EAL policy is monitored and reviewed
- ensure any EAL records are maintained, including the pupils being recorded on the AEN Register
- support and liaise with the EAL teacher
- liaise with parents, in agreement with the Headteacher
- monitor the progress of pupils with EAL
- monitor the planning of the EAL teacher

5.3 English as an Additional Language Teacher

The EAL teacher has a fundamental role to play in the process of providing for the needs of pupils with EAL. The EAL teacher is Miss Jo Lambrechts.

The EAL teacher will:

- inspire an interest in the English language running thought-provoking classes and exposing pupils to a variety of stimulating texts, media, literature and current affairs
- instil in learners a confidence to use English in a variety of contexts, including both formal and informal situations
- regularly assess the progress of each pupil, adjusting lesson content accordingly
- liaise with the class teacher to provide valuable support in class
- we need fixed dates for feedback to Jo and class teacher
- plan lessons that complement the curriculum being taught and meet the needs of individual pupils
- report on pupil progress to the class teacher, Head of Learning Support and parents

5.4 Class teacher

While it is the job of the EAL Teacher to promote the use of English, teachers must also be aware that it is essential for pupils to maintain their first language and culture.

The class teacher will:

- show differentiated work in their planning
- have high expectations, expect pupils to contribute and develop the pupils ability to give more than single word answers
- set appropriate and challenging Learning Objectives, monitoring progress carefully
- recognise that pupils with EAL may need more time to process answers
- give newly-arrived pupils time to absorb English
- use group work to ensure that pupils with EAL hear good role models of English
- ensure that there are many opportunities for talking to both adults and peers

6.0 ASSESSMENT

At the British Junior Academy of Brussels (BJAB), the EAL teacher carries out baseline assessments on each pupil's English skills in reading, writing, speaking and listening (See Appendix 1). The assessments are based on work in EAL sessions and are supported by examples of the pupil's work. These assessments are repeated to monitor and record progress.

Assessment also takes place during each lesson and is completed in many ways—both formally and informally. Day-to-day assessment is informal and takes the form of teacher evaluation notes and marking and feedback to the students. The EAL teacher follows the same Marking policy as

the rest of the school, so pupils experience consistency and can easily understand how they are progressing.

The EAL teacher writes two reports per year for each pupil who receives EAL classes. In the report, parents will find comments on each area of learning covered and the outcomes they have achieved (see Appendix 2). For a beginner learner this will include a comment on reading, writing, speaking and listening. As the pupil's English develops, the focus in lessons may be shifted to certain skills. In this case only the skills being taught will be reported on. After reports have been sent home, parents are invited to meet with the EAL teacher during a parents' evening, but they are welcome to make an appointment to discuss their child's progress at any time during the school year.

7.0 ADDITIONAL EDUCATIONAL NEEDS

7.1 Special Educational Needs and Disability (SEND)

At BJAB, we recognise that EAL pupils needing additional support do not necessarily have SEND. However, should these needs be identified, EAL pupils will have equal access to the school's SEND provision.

7.2 Able, Gifted and Talented (A, G and T)

Pupils with EAL may also be considered to be able, gifted or talented in one or more areas of the curriculum. Assessment and inclusion in this provision is in line with the Able, Gifted and Talented policy.

This policy is the responsibility of Victoria Cowx, Head of Learning Support	
..... Victoria Cowx, Head of Learning Support	
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Appendix 1: Assessment Guidelines

Listening and Understanding

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
Pupils are working towards Step 1 and show very little understanding of any basic Spoken English.	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions, and they follow simple instructions based on the routines of the classroom. When possible, they listen to their first language.	Pupils understand simple conversational English in familiar contexts. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. They demonstrate some understanding of classroom language after some repetition or explanation.	Pupils understand and respond appropriately to individual straightforward comments or instructions addressed to them and closed questions asked in a supportive context. They listen attentively to a range of speakers, including teacher presentations to the whole class. They respond appropriately when the teacher addresses them in a small group. They demonstrate interest when listening to whole class discourse.	Pupils follow what others say in familiar contexts. They respond appropriately to sequences of instructions. They respond appropriately to a range of question types, including open questions.	Pupils show evidence of understanding the gist of lesson content. They understand conversations when the subject of the conversation is mainly concrete and have some understanding when figurative and idiomatic expressions are included. (i.e. they understand both informal language and aspects of more formal and academic language.)	Pupils understand conversations when the subject is abstract with figurative and idiomatic expressions. They participate in social and academic school interactions delivered at normal speed and participate as active speakers and listeners in group tasks. They understand more complex academic and specialist discourse when the content is accessible to them. When allowance is made for cultural references, pupils understand idioms and figurative language.	Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum. In addition, it is important throughout, where applicable, to value the pupils' attainment in language(s) other than English.

Speaking

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
<p>Pupils are working towards step 1 and speak very few words of English, using gestures and first language to communicate with others.</p>	<p>Pupils echo English words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or short phrases in English and use first language where applicable.</p>	<p>Pupils join others in predictable and repetitive responses and copy talk that has been modelled. They make intelligible single word and telegraphic utterances in social contexts. They use some standard English grammatical structures in simple social contexts.</p>	<p>Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is intelligible, but may be grammatically incorrect. They have sufficient functional vocabulary for everyday needs.</p>	<p>Pupils speak about matters of interest to a range of listeners, use sustained, connected utterances and have a range of longer phrases and sentences drawn from social and curriculum contexts. Their speech shows some grammatical complexity, for example in expressing relationships between ideas and sequences of events.</p>	<p>Pupils sustain organised, connected speech in academic conversations and modify their language to suit the context. They use an increasing range of academic and abstract vocabulary.</p>	<p>Pupils use language appropriately across the curriculum for different academic purposes but some minor errors may still be evident. Their discourse shows functional control of English and features expected in academic discourse. To suit the context, they vary their vocabulary which includes abstract, technical and idiomatic elements.</p>	<p>Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.</p>

Reading

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
<p>Pupils are working towards step 1 and read very little or no English.</p>	<p>Pupils participate in reading activities and differentiate English print from pictures. They know that English print is read from left to right and from top to bottom. They recognise their names, a few familiar words and identify some letters of the alphabet by shape and sound. They may build on their literacy in another language.</p>	<p>Pupils associate straightforward sounds with letters in English and predict what the text will be about. They read words and phrases that they have learned in different curriculum areas and follow parts of a text read aloud.</p>	<p>Pupils read a range of familiar words, and identify initial and final sounds in unfamiliar words. They establish some meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.</p>	<p>Pupils can read simple texts, use their knowledge of letters, sounds and words to establish meaning when reading familiar texts and guess meanings of unfamiliar words from the context. They comment on events or ideas in poems, stories and nonfiction.</p>	<p>Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. They recognise some features of different genres.</p>	<p>Pupils read a range of complex texts and infer meaning beyond the literal. They use deduction and hypothesis to develop understanding and analyse and evaluate text. Pupils appreciate culturally embedded references and idioms they have come across or can deduce from the context.</p>	<p>Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.</p>

Writing

Starter (Step 0)	Early Beginner (Step 1)	Beginner (Step 2)	Threshold (Step 3)	Secure (Step 4)	Consolidating (Step 5)	Competent (Step 6)	Independent (Step 7)
Pupils are working towards step 1 and do not yet produce any written English.	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right. They may write in their first language (but not all languages have a written form).	Pupils attempt to express meanings in writing, supported by talking or drawing. Their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling and of the basic structure of sentences.	Pupils produce recognisable writing. Most commonly used letters are correctly shaped, but may be inconsistent in their size, method of formation and orientation. They apply some regular and common spelling patterns. Pupils' writing conveys meaning and conforms to some patterns of English word order and sentence division.	Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are correctly shaped and orientated.	Pupils write in a range of appropriate grammatical structures when working in a framework which focuses on the genre (e.g. a writing frame which formats a report into specific sections). In free writing, pupils express their ideas in separate sentences or use simple connectives ('and' and 'but') rather than through complex sentences. To a certain extent, pupils adapt their writing to meet the demands of a range of genres.	Pupils produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors. They apply organisational and other features to a range of genres, but may need to be cued to do this by the task.	Pupils have the range of writing skills necessary to participate fully within the curriculum and can be fairly assessed by using the National Curriculum.

Appendix 2: Observable outcomes for EAL learning

Listening:

Evidence of listening with understanding to English

Observable outcomes could include:

- How the pupil responds physically and verbally
- Attentiveness to speech
- Facial expressions
- Eye contact
- Response to name
- Response in other language (s)
- Asking questions of the speaker

Teaching staff must be sensitive to differing cultural norms in relation to aspects of non-verbal communication (in some cultures it is considered rude for a child to make eye contact with an adult, in other cultures it is rude not to!)

Speaking:

Evidence of attainment in speaking English

Observable outcomes could include:

- Who does the person speak to?
 - a) One person at a time
 - b) A partner in pair work
 - c) Small groups
 - d) Whole class
- What types of utterances are made?
 - a) Initiated talk, e.g. statements (naming), requests (questions)
 - b) Supported talk, e.g. echoing words, response to questions
 - c) Extended talk, e.g. long turns, participation in drama/work in role
- What features of speech are there?
 - a) Pronunciation
 - b) Clarity
 - c) Audibility
 - d) Formality/informality of usage
- Non-verbal communication to support meaning, e.g. using gesture or mime to convey ideas.

Reading:

Evidence of attainment in reading English

Observable outcomes could include:

- Knowledge about how print and books work,
- Use of reading strategies
 - a) Phonics
 - b) Word recognition
 - c) Sentence grammar
 - d) Context
- Understanding and response to text – pupil using prediction or inference
- Pupil asking text-related questions
- Enjoyment of books and reading activities
- Range of interests, e.g. fiction, information, environmental print, ICT
- Ability to transfer literacy skills from another language

Pupils learning EAL often acquire word level skills that enable the decoding of text at speed without necessarily understanding what they have read. It is important to consider ways of checking whether this is the case.

Writing:

Evidence of attainment in writing in English

Observable outcomes could include:

- Using pictures or symbols to convey meaning
- Use of spelling strategies, for example phonic plausibility and/or knowledge of word structure
- Grammatical accuracy shown in sentence structure and punctuation, word order, singular/plural distinctions, tense choices
- Range of vocabulary, e.g. grammatical and content words, use of descriptive and subject specific vocabulary

When assessing the writing of EAL learners it is useful to consider the effectiveness with which they use both grammatical and content words. Grammatical words are far fewer than content words and may not be much stressed in oral language; however, they are essential for constructing written sentences in English. They include determiners (the, a), pronouns, prepositions, connectives, the verb 'to be' and various modal verbs (might, will, can). Content words are words that carry the main meaning in a sentence and are chiefly nouns and verbs, adjectives and adverbs.

EAL learners are also likely to handle writing in different genre less confidently than pupils for whom English is their first language, to omit prepositions and to make errors in writing formulaic phrases.