



EAL Policy 2021-2022

Introduction

This policy sets out West Bay's aims, objectives and strategies with regards to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards reflecting the school Vision and Mission.

Aims

- The aim of this policy is to ensure we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school.
- To help EAL students to become confident and fluent in speaking, listening, reading and writing in English to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- To monitor students' progress systematically.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

Strategies

School /class ethos

- All classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- West Bay recognises the child's mother tongue to boost the child's self-esteem. We must remember he/she has the potential to become bilingual.
- Identify the students' strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that students with English as an additional language will need more time to process and answer both orally and in written form.
- Providing appropriate reading materials that highlight different ways in which English may be used.
- Give newly enrolled students time to absorb English (there is a recognised "silent period" when children understand more English than they use – this will pass if their self-confidence is maintained).
- We are committed to grouping our children into mixed ability classes, to ensure that EAL students hear and use good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of words, metaphors and idioms.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.



Assessments

- All teachers need to fill in the referral form ***(See Example A on page 7 & 8)***
- Once the EAL Specialist has received the forms with the teachers signature, it gets filed.
- Referrals do not mean instant placement into the EAL Programme, but instead it is a mere starting point for GL York/Yarc evaluation.
- Once the determination has been made by the EAL specialists the child will be placed in EAL or SEN.
- should the evaluation show that the child scores above the EAL and SEN standards the teacher will be informed and supplied with different classroom strategies to support the child.
- The EAL team will implement and carry out on-going recordings and progress using:
 - a) **GL York and yarc assessments.** These assessments will assess the students ages on:
 - Letter sound knowledge
 - Early word recognition
 - Sound isolation
 - Sound deletion
 - b) **Bells Foundation EAL Assessment Framework**
 - This Supports the primary and secondary schools in assessing progression in EAL learners over time in Listening, Speaking, Reading and Viewing and Writing.
<https://www.bell-foundation.org.uk/eal-programme/>
 -
 - c) **Rave-O**



Introduction to
Rave-O 2020-2021.nr

Senior Leadership Team (Deputy Principal – EAL Line Manager)

- Everyone involved in teaching of the students of West Bay liaise regularly.
- The effectiveness of the teaching of students by EAL specialists is monitored and assessed regularly with supportive feedback provided.
- We are committed to the continued development of our staff and offer training to assist in; planning, teaching and assessing EAL learners.
- with supportive feedback provided.



Admission procedure

- Students complete an entrance exam before being accepted into the school. If the child needs EAL the parents sign a written consent stating that the child will need to attend EAL classes and that the parents will provide ongoing support at school and at home.
- Students that have been identified by the class teachers and that have been assessed and accepted into the EAL Programme will receive a letter informing parents that their child has been selected to attend EAL.
- EAL specialists expect parents to commit to our Home School Agreement and take advice from us where appropriate.

Classroom withdrawer

- Teachers fill in a student referral form.
- EAL Specialist will assess student using the GL York /Yarc Assessments.
- Students will be placed in the correct EAL groups to start support.
- Students get taken out of class for 45 minutes once or twice a week.
- The EAL specialist will provide teachers with different strategies to assist students in their classrooms.
- Relevant information regarding withdrawal students working with the EAL specialists is available to the staff.

EAL Specialists

- Give guidance and support to class teachers.
- Give different class strategies to teachers to best meet the individual needs of the children.
- Monitor standards of teaching and learning of EAL students within the classroom.
- Support the learning of targeted students in working towards their language targets.
- Monitor and evaluate students' progress.
- Raise students' expectations of self.
- Expose lower ability students and EAL learners to a richer language and learning environment.
- Offer tailored support in withdrawal groups throughout the week.
- Maintain an open-door policy and ensure that parents are well-informed and a part of the teaching and learning partnership.
- Each EAL learner has scheduled lessons with EAL until such time the student is deemed independent to continue without the extra support. This independence is determined by the GL York/Yarc Assessments and the Rave-O end of unit assessments



Classroom teachers

All class teachers;

- Are responsible for the wellbeing and social and academic needs of every child in their care;
- Are committed to finding out about student's abilities and needs in English and other curriculum areas.
- Use this knowledge effectively to shape their curriculum planning, classroom teaching, use of resources and student groupings.

Monitoring and Review

This policy will be monitored by the Senior Leadership Team (Deputy Principal – EAL Line Manager) and the EAL specialists. The policy will be reviewed in June 2021.

Conclusion The outlined EAL policy is but a framework upon which an efficient and effective EAL Department will seek to implement a programme most beneficial to the EAL learners of West Bay. Constant consultation with parents and teachers will be essential to ensure as many EAL learners receive the tuition necessary to improve their English language skills. It is evident, therefore, that the progress of bilingual EAL learners is significantly influenced by Academy and community ethos and by teacher attitude and expectation. It is important to value and celebrate cultural and linguistic diversity.

EAL Procedural Guidelines see Annexure A

EAL Specialist (Ms. Priscille Blake) June 2020

Mr. Spencer Bragg

Ms. Mari Wiid



Annexure A

EAL Procedural Guidelines.

EAL Teacher- year 1 to Year 6

Revised August 2021.

The EAL teacher's accountability will be to assist the children in order to raise their standard of learning and attainment for pupils from year 1 to year 6 for English as an Additional Language.

Examination accommodations are granted to enable candidates with specific barriers to learning to demonstrate their true ability in the examinations without changing the construct of the assessment. These are learners with at least M/L ability.

What to expect:

- **All teachers need to fill in the referral form.** Referrals do not mean instant placement into the EAL Programme, but instead it begins the process of assessment (including GL Assessments).
- The students, who have been identified by their class teacher for intervention, will be assessed by the EAL- and SEN- specialists. This takes place throughout the year once the referral form has been submitted.
- After assessing the students, we select the students who are at a higher risk, for support, differentiating between SEN and EAL. A brief summary of the students' results will be given to the class teacher. This is to be filed in the intervention file.
- Once the student has been identified to attend EAL classes, they will follow a rigid, strategic programme.
- We will liaise with teachers and parents on a continuous basis to discuss the students' progress.
- At the end of January and at the end of the academic year a progress report ***(See Example B and C on page 9 & 10)*** will be sent to parents and a copy given to the teachers for their Student Support Files (SS Files).
- If the students regularly miss EAL, we will have insufficient evidence on reporting the progress that they have made with the programme on their EAL reports.
- We are aware of timetable and curriculum constraints, but in order for our programme to function optimally, students should not miss these prescribed lessons. If a student has not completed a class activity and needs to attend an EAL lesson, it is the teachers' decision to keep the child, for him/her to complete the work, or send him/her to EAL.



- Due to the fact that EAL runs a continuous and progressive curriculum, unfortunately we are unable to accommodate teachers' requests to complete or catch-up any class work during this time.
- The EAL programme starts with the revision of letters and sounds before moving on to the Rave-O Programme.
- We have tried to keep the EAL lessons restricted to English Guided Reading lessons only, however, in some cases, this was not possible. An internal "lesson swap" could be a solution to these types of clashes.
- The EAL teachers will be administering GL York /Yarc Reading Tests https://rgt.testwise.net/YARC_ER_index.htm during the course of the year in order to test progress. In addition to this all EAL students will be tested at the end of every Rave-O unit to monitor progress.
- If the teacher and the EAL specialist are in agreement that the student has reached a satisfactory standard, the student can exit the programme.
- Extension of the curriculum will only be done where possible, e.g. re-teaching of spelling words, English revision.
- The EAL teachers are available to provide guidance and in-service training on different class strategies and support of students when needed.

Reading & Scribing Guidelines:

- Students who are already in the EAL and SEN programme, will be eligible for scribing. However, it will be limited and at the discretion of the EAL specialists.
- If a child receives any additional support during end of term assessment tests, this will be indicated within their termly school report.
- All TA's will be trained to read/scribe so that they can rotate during the exam weeks.
- Certain EAL (and all SEN) students will be accommodated for reading or scribing during exams.
- The timetable for scribing should be set up by the specialist one week prior to the exams, once the year leaders have finalized their team's time slots.
- If a teacher is not happy with the time-slot given, the teacher is welcome to keep the child and make alternative arrangements.
- The EAL teachers need to have a copy of each exam a few days in advance in order to make the necessary accommodations for certain students such as changing the font and the size to make it more readable and changing to colour paper in order for certain students that struggle to read. (These tests are NOT diluted in any way).
- We also need to be informed about any specific instructions that pertain to certain questions, along with a copy of the marking scheme.
- EAL classes are off timetable for the Exam period as they are administering support together with the TA's.

These guidelines will be reviewed in June 2022



(Example A)

Teacher Referral Form for KS1 and KS2 EAL 2021-2022

Full Name of Student:	Class:	Home Language:
Name of referring teacher:	Age of student:	
Date of Referral:	Student's DOB (D/M/Y)	

Please comment on the areas of concern	
Reading	
Word recognition	
Phonics	
Comprehension	
Writing	
Handwriting	
Spelling	
Speaking	
Vocabulary	
Understanding	
Listening	
Behaviour	
Social Skills	



Please tick what intervention you have done to assist the student

Modify tasks		Give extra time	
Individual Instructions		Peer support	
Adapt lessons to students learning styles		Parent meeting	
Other? Please explain:			

Any other comments?

Teacher name: _____ Teacher signature: _____

(Example B)

 Newton International School 		Reading and Phonics		
West Bay: 2019/2020 An international community of learners striving for excellence and celebrating success				
Student:	Class:			
Key Stage 1 EAL Teacher:				
المعايير Criteria	Still needs practice يحتاج للتطوير	Good جيد	Very good جيد جداً	Excellent ممتاز
Knows all sounds of the alphabet معرفة أصوات الحروف				
Is able to sequence the alphabet in the correct order معرفة الحروف الهجائية بالترتيب الصحيح				
Can make basic words using sounds taught يستطيع تركيب الكلمات الأساسية				
Is able to blend and segment basic words orally يستطيع استخدام الكلمات الأساسية لفظياً				
Can read most of the high frequency words in Phase 2 يستطيع قراءة الكلمات المستخدمة في المرحلة الثانية				
Can spell most of the high frequency words in Phase 2 يستطيع كتابة الكلمات المستخدمة في المرحلة الثانية				
Can hold a pencil correctly امسك القلم بطريقة صحيحة				
Can form letters correctly رسم الحروف بطريقة صحيحة				
General بشكل عام				
Work habits and social development العادات السلوكية والاجتماعية خلال الحصة	Still needs practice يحتاج للتطوير	Good جيد	Very good جيد جداً	Excellent ممتاز
Behaviour and attitude in EAL التصرف والسلوك في حصة الدعم				
Relationships with peers in EAL العلاقة مع الزملاء في حصة الدعم				
Can work independently in EAL العمل الفردي في حصة الدعم				
Listens and follows instructions correctly in EAL الالتزام بالتعليمات في حصة الدعم				
General comment:				ملاحظات عامة:

KS1 EAL Teacher
Ms Priscille Blake

Deputy Principal
Ms Mari Wiid

Principal
Mr Spencer

(Example C)

 Newton International School West Bay: 2019/2020 An international community of learners striving for excellence and celebrating success				
Student:		Class:		
Key Stage 1 EAL Teacher: Priscille Blake		Unit 1, 2 & 3		
المعايير Criteria	Still needs practise يحتاج للتطوير	Good جيد	Very good جيد جداً	Excellent ممتاز
Punctuation (capital letters & full stops) علامات الترقيم (الحروف الكبيرة والنقاط)				
Can recognise and name noun يستطيع أن يميز ويذكر الأسماء				
Can recognise and name verbs يستطيع أن يميز ويذكر الأفعال				
Can read eye-spy words يمكنه قراءة الكلمات القصيرة بالعين				
Can find different meanings of certain words يستطيع إيجاد مرادفات للكلمة				
Can find different connections to a chosen word يستطيع إيجاد علاقات بين الكلمات				
Can name and recognise rhyming words يستطيع إيجاد كلمات على نفس القافية				
General يشكل عام				
Work habits and social development العادات السلوكية والاجتماعية خلال الحصة	Still needs practise يحتاج للتطوير	Good جيد	Very good جيد جداً	Excellent ممتاز
Behaviour and attitude in EAL التصرف والسلوك في حصة الدعم				
Relationships with peers in EAL العلاقة مع الزملاء في حصة الدعم				
Can work independently in EAL العمل الفردي في حصة الدعم				
Listens and follows instructions correctly in EAL الالتزام بالتعليمات في حصة الدعم				
General comment:				ملاحظات عامة:

KS1 EAL Teacher
Ms Priscille Blake

Deputy Principal

Principal