

# PRIMARY ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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Approved by	Caroline Ratcliffe
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Target Audience	Teachers, TAs , Parents, EDT

Links to other policies:

[Teaching and Learning policy](#)  
[Assessment policy](#)  
[Monitoring, Evaluating and Review policy](#)  
[Marking and Feedback policy](#)  
[Modern Foreign Languages Guidance](#)

**Mission Statement:** ‘The happiest community empowering every individual to achieve outstanding growth.’

**Aim:**

At St Andrews Dusit, we fully appreciate that a child’s English language development is separate to their cognition and potential achievement, but we are aware that it can act as a barrier to learning, which impacts current attainment. This policy outlines the school’s approach to identifying and meetings the needs of EAL learners by aiming:

- To clarify the range of support available to English language learners at Dusit
- To identify the points of transition between different levels of support
- To ensure there is a common understanding of how English language levels are assessed
- To assist all EAL pupils to become fluent English speakers as quickly as possible
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities
- To implement school-wide strategies to ensure that EAL students are supported in accessing the full curriculum;
- To give all teachers training in EAL through professional development

The Primary Teaching and Learning, Assessment and Marking & Feedback policies provide guidance on expected best practice within the classroom at Dusit.

**Rationale:**

Children who are learning English as an additional language have an ability to participate in the full curriculum which is in advance of their communicative skills in English. Therefore, we personalise the English language support provided to ensure children can access the curriculum fully as soon as possible.

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## Definitions:

**EAL** is the acronym used for 'English as an additional language' and includes those children for whom English is not the first language spoken at home and children who are bilingual.

**Bilingual** means a child who uses or has access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages.

**English Immersion** is a teaching method where all lessons are taught in English and involves a language-heavy approach to foundation subject teaching.

**Intensive English** courses aim to improve a learner's English language level quickly in order for them to access the curriculum with improved speaking and listening skills. They often involve withdrawal from mainstream class and additional lessons outside of the curriculum time.

**Booster Sessions** are small group or 1-to-1 sessions outside of the classroom that focus upon the development of key skills and vocabulary or reinforce progress made. They take place after the child has progressed from the main support.

## Principles:

- EAL pupils are entitled to opportunities for educational success that are equal to those of native English speakers
- EAL pupils are not a homogenous group; their needs vary according to a range of factors.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a "learning difficulty". EAL pupils are not placed on SEN registers or taught in Learning Support groups unless they have Special Educational Needs.
- Those students with SEN do not necessarily receive EAL support.

# PRIMARY ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

## KS1 EAL Assessment:

### Diagnostic assessment

As part of the admission process and following the interview, the parents will be informed whether their child may require EAL support and that an assessment will take place 2 weeks after admission to ascertain level of need (if any). A KS1 child may undertake an age-appropriate EAL assessment against the [NASSEA Step 1](#) level descriptors. An EAL teacher will employ a range of resources within the assessment including and not limited to:

- Oxford Reading Tree books
- Pre A1 Starters questions
- High Frequency/Sight words
- CVC words
- Writing of individual words and/or short sentences including own name
- Pictures/Stimuli for discussion
- [Wigan EAL Initial Assessment](#)

There will also be a formal meeting between the class teacher and Head of EAL where feedback can be given about progress made and performance in class within the initial 2 weeks, which will also be taken into account.

### Summative assessment

In Year 1, the EAL teacher will withdraw the child from the class to conduct a termly and an end of year 1-to-1 assessment. The EAL department will have a standardised assessment activity using a variety of the above list of suggested resources that can be employed against a [NASSEA Step](#) document. The results of the assessments will be recorded on the [EAL Tracking](#) document.

In Year 2, the EAL teacher will begin to incorporate the [Cambridge English Qualification](#) tests according to the child's English level and ability to complete independently. The results of the assessments will be recorded on the EAL Tracking document.

### Formative assessment

Following the [assessment policy](#), EAL teachers will use the DCPro platform to inform their planning by recording their formative assessments during term time. The [NASSEA EAL Assessment Framework](#) will be used as the basis of the objectives on [DCPro](#) and help children progress towards the next English [CEFR](#) level.

# PRIMARY ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

## KS2 EAL Assessment:

### Diagnostic assessment

As part of the admission process and following the interview, the parents will be informed whether their child may require EAL support and that an assessment will take place 2 weeks after admission to ascertain level of need (if any). A KS2 child will undertake the Oxford Placement Test for Young Learners ([OPT](#)). The [OPT](#) is an adaptive computerised test for children whose first language is not English or bilingual children. It will identify the child's English [CEFR](#) level, which will then determine the level of English support required (if any). The child will also undertake a [Read Write Inc. phonics](#) screening test and [RWI Record](#). For new students, their [CAT4](#) result will also be taken into account. There will also be a formal meeting between the class teacher and Head of EAL where feedback can be given about progress made and performance in class within the initial 2 weeks, which will also be taken into account.

### Summative assessment

A KS2 child receiving EAL support will undertake a termly and end of year [Cambridge English Qualification](#) test. Based upon their current level of support, they will complete one of the following:

- Pre A1 Starters
- A1 Movers
- A2 Flyers
- A2 Key (for Schools)
- Key English Test (KET) - used for B1
- Preliminary English Test (PET) - used for B2

Teachers will record the data on the [EAL tracking](#) document.

### Formative assessment

Following the [assessment policy](#), EAL teachers will use the DCPro platform to inform their planning by recording their formative assessments during term time. The [NASSEA EAL Assessment Framework](#) will be used as the basis of the objectives on [DCPro](#) and help children progress towards the next English [CEFR](#) level.



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## Comparison of NASSEA EAL Framework Steps and CEFR

The [NASSEA EAL Framework](#) covers the four language skills: reading, listening and understanding, speaking and writing and pupils move across 7 steps. At St. Andrews Dusit, for each phase ([KS1](#), [LKS2](#), [UKS2](#)) there are separate level descriptors for the [7 NASSEA steps](#). During the term, EAL teachers collate samples of pupils' work and classroom observations as evidence of their progress across the NASSEA steps. The EAL teacher will use the evidence to inform their planning and support their use of [DCPro](#). Upon reaching NASSEA step 6 (irrespective of phase), the child usually no longer needs EAL support, but may need English boosters.

Although the EAL teachers use the NASSEA Steps to inform their planning and support children's progress towards the next [CEFR](#) level, there is only approximate (not direct) correlation between the CEFR and NASSEA Framework, as seen in the table below:

CEFR	NASSEA Step	Suggested Point of Cambridge Qualification
A0 & A1	Step 1	A1 Movers after Step 1 completed
A2	Steps 2 & 3	A2 Flyers after Step 3 completed
B1	Steps 4, 5 & 6	KET after Step 6 completed
B2	Step 7	PET after Step 7 completed

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## **KS1 EAL Provision at St. Andrews Dusit:**

### English as an Additional Language (EAL) Support

A KS1 child joining Dusit or an existing student referred by a teacher who is identified as having an A0 or A1 English level will receive EAL support within mainstream lessons until they have completed [NASSEA Step 2](#). An EAL teacher will work with the child in daily mainstream English lessons to help them access the curriculum. Pull-outs or partial withdrawals may occur when needed. The EAL teacher will join the year group planning meetings to ensure they have a full understanding of objectives and vocabulary covered and can prepare scaffolding materials. EAL Support will usually focus on phonics, grammar, sentence structure, reading comprehension and developing writing skills. As per the admissions handbook, parents will need to pay a fee for the EAL support.

### English Boosters

A KS1 child identified as having a A2 English level upon admission, following completion of EAL support or after teacher referral will attend English Booster sessions until they have completed [NASSEA Step 3](#) or the end of academic year. An EAL teacher will withdraw the child for a short time, no more than 30 minutes, to focus upon specific objectives. The booster sessions may be 1-to-1 or in small groups depending on the need and timetabling. A child will receive no more than 3 booster sessions per week. The typical focus will be writing support and reading inference, but frontloading of vocabulary may also be covered. There is no fee involved in English boosters. Booster sessions may take place during ECAs.

## **KS2 EAL Provision at St. Andrews Dusit:**

### English Immersion Class

Upon marketing of the new initiative, if there is sufficient parental demand, there will be a stand-alone class consisting entirely of children who join Dusit in Year 6 with A0 or A1 English levels (not identified as requiring Learning Support). The focus is the development of English Level in preparation for joining Secondary School and not to cover the English National Curriculum for Year 6. A child joining in Year 6 would remain in the English Immersion Class throughout the entire year. A member of the EAL Department will be their class teacher who will teach the [Cambridge Primary English as a Second Language](#) curriculum during English lessons and adopt a Content and Language Integrated Learning ([CLIL](#)) approach to the teaching of Science and Topic. Where appropriate, the children will join the mainstream class(es) for the teacher's input in maths and complete subsequent activities with the EAL teacher in the English Immersion Classroom. The class will join the mainstream class for PE, Swimming, Outdoor Education, Music and Art. They will not attend Mandarin, French or Bilingual Thai pathways, but they will fulfil government requirements for Thai learning. The tuition fee for the English Immersion Class is the same as the mainstream class.

### Intensive English Language Programme (IELP)

A KS2 child joining Dusit with an A0 or A1 English level will join the IELP and remain in the programme until they have an A2 English level. The children are part of the mainstream class for all foundation subjects and Maths. The IELP involves a daily English lesson outside of the main curriculum time (before/after school) and withdrawal from the mainstream English lesson alongside other IELP children in the same phase. An EAL teacher will use the [Cambridge Primary English as a Second Language curriculum](#) as the basis for curriculum covered during the before/after school lesson, but will adopt a creative approach that is not completely textbook and workbook based. The withdrawal lesson will focus on [Read Write Inc. phonics](#), reading, vocabulary and writing skills in order to prepare children for the mainstream lessons. Where scheduling allows, children may receive in-class EAL support during Maths lessons. As per the admissions handbook, parents will need to pay a fee for the IELP.

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## English as an Additional Language (EAL) Support

A KS2 child joining Dusit, an existing student referred by a teacher or pupil who has progressed through the IELP identified as having an A2 English level will receive EAL support within mainstream lessons until they have a B1 level. An EAL teacher will work with the child in daily mainstream English lessons to help them access the curriculum. Pull-outs or partial withdrawals may occur when needed. The EAL teacher will join the year group planning meetings to ensure they have a full understanding of objectives and vocabulary covered and can prepare scaffolding materials. EAL Support will usually focus upon grammar, sentence structure, reading and developing writing skills. As per the admissions handbook, parents will need to pay a fee for the EAL support.

## English Boosters

A KS2 child identified as having a B1 English level upon admission, following completion of EAL support or after teacher referral will attend English Booster sessions until they have a B2 level. An EAL teacher will withdraw the child for a short time, no more than 30 minutes, to focus upon specific objectives. The booster sessions may be 1-to-1 or in small groups depending on the need and timetabling. A child will receive no more than 3 booster sessions per week. The typical focus will be writing support and reading inference, but frontloading of vocabulary may also be covered. There is no fee involved in English boosters. Booster sessions may take place during ECAs.

## **EYFS:**

In Early Years, teachers plan opportunities for children to develop their English and provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Employing bilingual Teaching Assistants to facilitate learning of English by extending vocabulary and linking to children's first language.

## **EAL Register:**

A list of all children who are receiving or have previously received EAL support will be available to all teaching staff. The EAL department will inform class teachers of the EAL children in their class during August INSET. When appropriate, a child's EAL support will be starred on iSAMs.

# PRIMARY ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

## Qualifications and Professional development:

### EAL Department:

- EAL teachers should have a formal, comprehensive EAL qualification such as CELTA (preferably with Young Learners extension), CELT-P, CertTesol, TYLEC or relevant degree upon hire/completed whilst working at Dusit
- A non-native English speaker will require an IELTS score of at least 6.5 upon hire/appointment
- EAL teachers will be committed to an ongoing PD programme covering topics such as [CLIL](#) and [TKTs](#) or viewing [webinars](#) as part of their department's Teacher Tuesdays

### Class teachers, Specialists and Teaching Assistants:

- Newly hired teachers, specialists and teaching assistants to complete a supporting English language learners in mainstream classroom course during first year of employment ([Optimus](#), [PETAA](#), [Bell](#))
- All teaching staff to attend EAL-focused Teacher Tuesday sessions, up to 6 times per year
- All teaching staff to attend EAL-focused training in August INSET on topics such as scaffolding, vocabulary building and planning
- One teacher per phase to be encouraged to complete a short term EAL course such as TEFL annually

## Roles and Responsibilities:

### EAL Teacher:

- Support pupils who receive EAL support through planning activities in collaboration with the class teacher.
- Use DCPro to inform lesson planning so that they can focus on areas of need and provide specific support.
- Feed back to the class teacher about progress at regular intervals.
- Work with individuals or groups of EAL pupils within the class, or outside, as viewed as necessary.
- Maintain accurate assessment data, both summative and formative.
- Monitor assessment information that has been inputted on DCPro and the EAL Tracking Document to monitor the child's progress within the year group.
- Conduct EAL assessments of children in the absence of the Head of EAL
- Collaborate with EAL Department and follow EAL provision as outlined by the Head of EAL
- Inform the Head of EAL and Head of Specialists of any areas of concern

### Head of EAL:

- Liaise with Phase Leaders on issues of planning, assessment and teaching strategies
- Support teaching staff in the teaching of EAL pupils by directing teachers to appropriate resources and providing training as required
- Responsible for ensuring that comprehensive data on EAL students is collected, maintained and updated, both on DCPro and the EAL Tracking document
- The EAL coordinator will advise the Deputy Head of School and parents of pupils' suitability to sit appropriate Cambridge English Qualifications
- Monitor EAL provision in the school
- Conduct lesson observations and learning walks alongside the Deputy Head of School/a member of SMT
- Liaise with the Deputy Head of School regarding timetabling



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## Class teacher:

- Develop strategies to support English language development, and this will be recorded on weekly plans.
- Liaise with the EAL department regarding the timetabling of specific opportunities for EAL support and English boosters to ensure effective use of the EAL Teacher
- Review pupils' progress with the EAL Teacher and monitor support arrangements at regular intervals (each half term at a minimum).

## Head of Specialists:

- Conduct performance management process for EAL Department
- Liaise with the Head of EAL regarding pastoral and administrative issues in EAL lessons
- Support the Deputy Head of School in timetabling of EAL lessons
- Conduct lesson observations and learning walks alongside the Head of EAL and Deputy Head of School
- Liaise with the Deputy Head of School regarding EAL provision and children's progress

## Deputy Head of School:

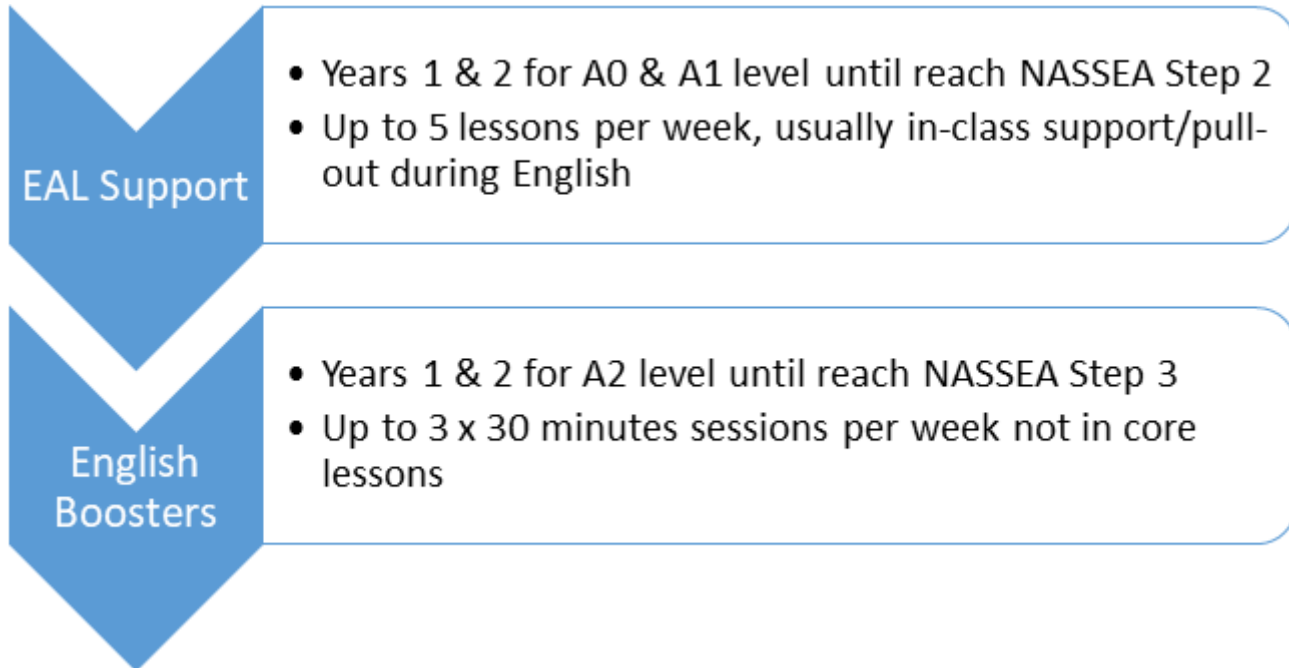
- Involve the EAL department in the admissions process as required
- Liaise with the Head of EAL regarding the timetabling of EAL provision
- Monitor and analyse the termly summative data produced alongside the Head of EAL
- Perform lesson observations and learning walks alongside the Head of EAL and Head of Specialists
- Involve the EAL department in Pupil Progress meetings as required

## Monitoring and Review:

The progression made by pupils identified as requiring EAL support will be monitored by the EAL department and the Senior Management team through summative data analysis, examination of DCPro usage and through learning walks. This policy will be reviewed along with other teaching and learning policies on an annual basis by the Deputy Head of School.

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## Visual Representation of KS1 EAL provision:



## Visual Representation of KS2 EAL provision:

