THOMAS TALLIS SCHOOL

English as an Additional Language (EAL) Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education.* This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

A. Values and Vision

1. The purpose of this policy is to set out Thomas Tallis School's approach to identifying and meeting the needs of students who have English as an Additional language (EAL). We commit ourselves to

   a. recognising and valuing their home language and culture
   b. promoting diversity, equality and inclusion across the whole school.

2. Further, we recognise the importance of bilingual learning and the valuable contribution it makes to our community. Using suitable resources and strategies, we want our EAL students to become more competent in speaking, listening, reading and writing in their home language and English, so all students may effectively connect with others from different cultures and backgrounds.

3. Through this policy we hope to meet the needs of EAL students through planning, organisation, teaching and assessment procedures.

B. Our aims and commitment

1. Thomas Tallis will provide a safe community for all learners.
2. We will provide appropriate teaching and learning resources for EAL pupils.
3. We will seek to raise the achievement of ethnic minority pupils who are at risk of underachievement.
4. We will ensure that students who have English as an additional language are treated fairly in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED).

C. Context

1. DfE guidance defines EAL learners thus:

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

2. An EAL Pupil may be
   a. Newly arrived from a foreign country and school. These are usually identified as 'New Arrival EAL students'. These students may need a different kind of support from those listed below.
   b. Newly arrived from a foreign country having attended an English-speaking school.
   c. Born in the UK but speaking a language other than English at home.
   d. Born abroad but moved to the UK at some point before starting school.

3. There are currently over 90 languages recorded and spoken in the Royal Borough of Greenwich and 19% of households do not speak English as a first language. The 0-19 age group has the highest diversity of language and ethnicity. [1]

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[1] Reference from 2023 Royal Borough of Greenwich website

4. Thomas Tallis school currently has 404 students with English as an Additional Language. There are currently 68 spoken languages at the school.

   a. 5.19 % of EAL students are *new to English* or in *early acquisition* stages.
   b. 6.18 % of EAL students are *developing competence.*
   c. 88.61% of EAL students are *competent or fluent.*
   d. 18.36% of EAL students qualify for Pupil Premium.

D. Key Principles
1. Bilingualism and multilingualism enrich our school and our community.
2. Children with EAL are entitled to the same opportunities for educational success as children who speak English as a first language.
3. The linguistic demands of learning tasks should be identified and included in planning.
4. EAL pupils are not alike and have different needs. Teachers should be sufficiently skilled to provide a range of teaching and learning activities which meet curriculum demands and different learning needs.
5. Having a home language other than English is not a learning difficulty. Children with EAL are not placed on the SEND record, useless they have SEN.
6. Teachers and in class support staff play a crucial role in modelling curriculum language.
7. Well-planned mainstream lessons in appropriately organised mainstream classroom provide the best environment for acquisition of English by children with EAL.
8. Teachers should be aware of the importance of pupils' home language and seek to build on their existing knowledge and skills.
9. Effective and correct use of language is crucial to the teaching and learning of every subject.
10. Children with EAL should be provided with opportunities to use their home or first language where appropriate.
11. All languages, dialects, accents and cultures are equally valued.

E. Teaching and Learning
1. All classroom activities use appropriate materials and support to enable pupils to participate in lessons.
2. Additional visual support is provided where possible, such as pictures, demonstrations and posters.
3. Additional verbal support is provided such as repetition, modelling and peer support.
4. Teachers focus on academic language and subject content in lessons.
5. Teachers ensure that cognitive challenge remains appropriately high for EAL learners
6. Teachers plan collaboratively with EAL staff.
7. Any withdrawal of EAL pupils is for a specific purpose, time based and linked to the work of the mainstream class.

F. Planning, monitoring and evaluation for EAL
1. The pupils' needs will be identified during admission. The admissions officer will collect information about the pupils' additional needs, and pass them to the Head of Year, EAL Coordinator and subject teachers.

2. Additional information is gathered and will include:
    a. previous education and schooling
    b. linguistic background and competence
    c. family and biographical background
    d. interests and hobbies
3. An initial assessment of an EAL student's ability in English is made within the first three weeks and monitored during intervention work if necessary. The method used to assess the nature and extent of linguistic competence include.
    a. teachers' comments and observations
    b. input from parents/guardians where possible
    c. *Analysis of Fluency* test
    d. work sampling
4. All EAL students will be assigned a level of competence and entered on the EAL register, to which all staff have access. The information may be used to assess the most appropriate provision for a particular pupil.
5. Thomas Tallis uses the steps recommended by The Bell Foundation to measure English language competence level.
6. Teachers are responsible for the progress and development of their pupils and should take especial care to ensure that the quality of teaching for EAL students does not diminish as their fluency becomes greater.
7. Students who are EAL will have their level of competence retested each year, and their profile will be updated and shared with teaching staff.
8. Decisions around the curriculum that a student will follow will vary according to the needs of the student, but in general:
    a. For KS3 students, EAL students follow the standard curriculum which all students in the school participate in. Students who are new learners of English may be withdrawn from some lessons, such as XXX, to have small group language support which is delivered by the EAL Co-ordinator.
    b. For KS4, the vast majority of EAL students follow will follow Pathway 1 or2, which are our more challenging GCSE and BTEC courses. For EAL New Arrivals, students will predominately be placed onto Pathway 1 and 2, and placed on GCSE courses. A student's KS4 curriculum is finalised by the Associate Assistant Headteacher for Transition and Progress. Students who arrive at the start of Year 10 may be placed on BTEC courses, but students who join later in Year 10 and Year 11 will only be placed onto BTEC courses through discussion with the BTEC Quality Nominee and the DHT Curriculum / AAHT for Transition and Progress. Students will usually take 8 options plus one Study Support option, where they will work in small groups with the EAL Co-ordinator.

G. Provision

1. Language support is provided through the classroom, using our broad curriculum to provide a meaningful context and cognitive challenge.
EAL pupils have a dual task of learning English Language and learning through English. This can seem challenging at first therefore resources and teaching strategies are necessary to make the curriculum accessible to EAL learners.

- Activities to activate prior learning to gain greater understanding and engagement.
- Providing extra contextual support, the use of diagrams and helpful handouts in the lesson.
- Using writing frames and sentence starters to scaffold sentences.
- Providing opportunities to develop independence, working with peers and taking turns.
- Supporting learners with their extended vocabulary through translation with flashcards, images.
- All EAL pupils have access to tablet and/or laptop to help with language retrieval in the classroom and over the school community.

Additional

- Access arrangements
- Pupils receiving EAL support from EAL Coordinator
- Can take first language as a GCSE

H. Special Education Needs and More Able Learners

EAL pupils needing additional support will have equal access to the schools learning support provision should a learning difficulty be identified, and a recognised diagnosis has been made.

Staff should be aware to potential ability in EAL pupils, particularly those less competent in English, making a point of nominating EAL pupils for or encouraging them to join in expansion activities and any interventions that are available.

I. Assessment and Record Keeping

- The school has regular liaison to discuss pupil progress, needs and targets.
- The school aims to set appropriate and challenging targets for all pupils including EAL pupils.
- Acquisition of English is assessed and monitored using the Bell Foundation provision. This will be reviewed yearly of entry to the school to check progress has been made.
- Every child classified with EAL has key information that can be found on Bromcom under Ethnicity and Religion. These documents are kept electronically for staff to access. These are regularly amended to determine the correct level of support/provision for the EAL Pupil.

J. Resources

A range of resources are available in school to support EAL learners across the curriculum.

- All pupils with EAL have access to bilingual dictionaries to support their learning.
- Games, visual materials, differentiated worksheets and computer software is used across the curriculum.
- Support staff for pupils using EAL
- Tablet and Laptops available
- Intervention groups
- Additional support given by the EAL Coordinator

All resources are updated when necessary and available for used in class and around the school.

K. Parents/Carers and the Wider Community

At Thomas Tallis we welcome and encourage parental and community involvement by:

- Delivering a welcoming induction process for newly arrived pupils and their families/carers.
- Identify language, cultural and religious background of pupils and establish contact with the wider community.
- Use translator or interpreters where appropriate to ensure good links between family and the school.
- Invite parents in for coffee mornings to establish positive relationships between school and the local community.

L. Key Responsibilities and staff development

There is a collective responsibility held by all staff to identify and remove barriers that stand in the way of the achievement and inclusion of EAL pupils.

The Assistant Head of Inclusion oversees the development and management of EAL within the school, coordinates and maximises opportunities for staff professional development.

EAL Coordinator:

- Acting as an advocate for EAL pupils, bilingualism/multilingualism and diversity.
- Liaising with Assistant Head of Inclusion and SLT in relation to the EAL policy and provisions. to ensure curriculum coverage, continuity and progression.
- Keep up to date the EAL register and other records relating, passing on relevant information. to school staff via reports, EAL meetings and staff training where necessary.
- Ensuring EAL pupils are identified, assessed and monitored.
- Coordinating provision for EAL pupils in terms of academic, welfare and pastoral support in liaison with Assistant Head of Inclusion.
- Providing staff with guidance and support relating to effective teaching approaches and materials for EAL pupils.
- Replenish all resources needed to help aid and support the progress of all EAL pupils
- Manage the induction of EAL learners and monitor EAL arrivals and leavers
- Promote a school environment that celebrates diversity.
- Promote positive relationships with parents and carers of EAL
- Advising EAL pupils on EAL examinations, first language examinations and courses open to them.
- Pass on information on pupils with EAL to relevant staff.

M. **Teachers and Inclusion Support Assistant**
   ➢ All staff to refer to the teaching and learning section of the policy to gain clarity of your expectation as teaching and support staff.

   Additionally:

   ➢ All teachers and support staff liaise regularly during departmental time on the progress of the EAL pupil.
   ➢ Teachers communicate all EAL learners progress to the Head of Year/ EAL Coordinator
   ➢ Staff are aware of the EAL policy and where it is located.
   ➢ Set high expectations for student who are EAL.
   ➢ Plan, teach and deliver assessable lessons for pupils who are categories with EAL.
   ➢ Meet with parents/carers of pupils with EAL during parents evening to discuss targets.

N. **Staff development**
   At Thomas Tallis school we like to ensure that all staff feel confident and have the necessary skills and understanding to meet the needs of EAL pupils to help them reach their full potential. We encourage staff to engage with each other sharing resources and strategies that meet the needs of their specific EAL pupil.

O. **Review Policy**
   This policy is reviewed annually by the Deputy Head Inclusion and Equality and Assistant Head of Inclusion & Safeguarding.

   The responsibility for the progress and well-being of our EAL learners relies on collaboration of all staff, raising the achievement of minority ethnic/ EAL pupils.

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