



EAL Policy

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1. Introduction

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

Farnborough Spencer Academy acknowledges that EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research¹ has shown that those completely new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 and the Equality Act of 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Research² has also advocated that EAL students are best served in mainstream provision. Farnborough Spencer Academy fully supports the inclusive teaching of all students, including those with English as an Additional Language, and will actively serve to ensure all students have full access to the curriculum.

2. Aims and objectives of EAL provision at Farnborough Spencer Academy

The objectives of our EAL provision at Farnborough Spencer Academy are to:

- welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Academy.
- implement academy-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- ensure we are able to assess the skills and needs of students with EAL and to provide for their needs.
- equip teachers and support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3. Support for EAL students

Farnborough Spencer Academy will support a positive and effective language ethos. There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in their

¹ <https://www.tandfonline.com/doi/abs/10.1080/09500782.2012.682580>

² <https://ealresources.bell-foundation.org.uk/eal-specialists/eal-provision>

own culture is crucial for their self-esteem. Diversity will be valued and classrooms will be socially and intellectually inclusive.

Primarily, the language development of all students is the responsibility of all teachers and teaching support staff. There will be liaison between subject departments and the SENCO to discuss language development within the structure of the lesson.

As much prior information will be given to teachers as is possible. This will include prior school information and baseline data where possible. Teachers can use this knowledge to inform their curriculum planning and classroom teaching.

Where necessary, additional support will be provided by 1-1 or small group classes with a Learning Support Assistant.

Farnborough Spencer Academy will make every effort to link EAL students with a speaker of their first language and provide opportunities for mentoring, either formal or informal. If possible, we will strive to match a student in the same class as somebody who speaks that first language.

4. Teaching and Learning considerations for EAL students

In order to ensure that we meet the needs of EAL students, staff will consider:

- seating plans; to ensure whether the EAL learner is seated appropriately and able to see/hear properly and pick up visual clues from facial expressions, and so students hear good models of English.
- resources; to ensure complex language is appropriately broken down.
- instructions; to ensure communication is clear and explicitly taught.
- expectations; are high for all.
- inclusion; that EAL learners feel actively part of the lesson and a valued member of our community.

See Appendix 1 for a list of more specific advice and techniques for the teaching of EAL students.

Appendix 1: advice for teaching and learning of EAL students (adapted from the Bell Foundation)

- Maintain high expectations; expect students to participate in all classroom activities/task.
- Group students so that EAL students hear good models of English.
- Sit the EAL learner near the front, where they can see your face straight on. This will ensure they can hear properly and pick up visual clues from facial expressions.
- Involve the learner in routine classroom tasks (handing out books, etc.).
- Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts, key words, etc.
- Print slides from the whole-class teaching screen so the EAL learner can refer back to them.
- Train the learner to put date, title, underline, etc.
- Speak to the learner using normal speed, stress and intonation (or a little slower if you tend to speak quickly).
- Use your facial expression, tone of your voice, your body (gestures, quick mimes) to make meaning clear.
- When speaking at length, repeat and recap main points.
- Use a limited range of instruction language and question forms. Keep instructions clear and to the point.
- Use concrete examples to talk about abstract ideas or concepts.
- Allow thinking time in order to elicit a more detailed/accurate response.
- Provide opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal).
- Target the learner for simple differentiated Yes/No questions.
- When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and model new language.
- During group work, remind peers to use accessible language, speak clearly and give the learner opportunities to speak.
- Correct inaccurate attempts to use more complex language by repeating what the learner has said using the correct language form, e.g. 'I not have pen.' 'You don't have a pen? Look, I've got three pens.'
- Where appropriate, use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/spotting/sequencing activities, or use of knowledge organisers.
- Use speaking frames or substitution tables as support for joining in, e.g. mindmaps, whole-class discussions, and plenaries.
- Include active listening tasks in lessons, e.g. true or false, odd one out.
- Encourage active listening that reflects real life situations and involve the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard.
- Provide opportunities to listen with a purpose, e.g. take notes, complete a diagram, and fill gaps.
- Use supportive lesson resources, e.g. cards to match, picture-sorting, sentence ordering to familiarise the learner with key vocabulary that will appear in the text they are about to listen to.

- Use any available comprehension supports such as images, artefacts and textbook diagrams.