



# **WHOLE SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

## **1. Introduction**

We have a diverse student body from different countries and backgrounds within all sections of the school. The ability to speak English, and to access our curriculum and progress is a significant reason why many families choose Bromsgrove for their child. Therefore, we commit to supporting students with their English acquisition at WP, through skilful classroom teaching and dedicated EAL teachers delivering an integrated support programme. We do this by celebrating the skills of EAL students and helping them to achieve the highest possible standards. This policy is applicable to all students, including those in the Early Years Foundation Stage (EYFS).

### **1.1. Principles**

- Techniques which are useful for EAL students are beneficial for all students.
- Some students need additional support beyond first wave multi-lingual learning strategies, whether from specialist support, interventions or through attainment grouping within class.
- There is no stigma attached to EAL support; all staff work to meet the needs of all students.

## **2. Aims and Objectives**

Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability to reach their full potential in an inclusive environment where happiness and security are a priority.

In order to achieve this, we strive to:

- Give all students the opportunity to overcome any barriers to learning and assessment;
- Welcome and value the cultural, linguistic and educational experiences that EAL students bring to the school;
- Implement school-wide strategies to ensure that EAL students are supported in accessing the full curriculum;
- Ensure all staff are supported and professionally developed to be able to select and utilise appropriate teaching methods; through the school professional development program;
- Help EAL students to become confident and fluent in speaking, listening, reading and writing in English to be able to fulfil their academic potential;
- Identify and make maximum use of opportunities for modelling fluent English and encouraging students to practise and extend their use of English;
- Where appropriate, have teachers make use of their own knowledge of other languages;
- Encourage and enable parental support in improving children's attainment;
- Assess the skills and needs of EAL students and to give appropriate provision throughout the school;
- Monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning; and
- Maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### **3. Screening, Identification and assessment**

#### **Early Years**

Around 95% of students at EY have a home language that is not English. At EY we identify and record the home language and child's proficiency level during a student trial coupled with the information shared from parents during the interview process.

Once children have joined EY they will undertake a child friendly English language assessment using GL WellComm Communication and Assessment tool. This assessment assigns a speaking and understanding age. All children who are not at 'Age Related Expectation' (ARE) will receive short child friendly language sessions throughout the school week which is delivered by staff in their learning zone.

#### **Primary and Secondary**

EAL students at WP who need additional support are identified using the following:

- Interview during entrance examination
- Entrance examination results and information provided by previous school, including the Oxford Placement test, the CAT4 and the NGRT
- Personal information provided by parents
- EAL audit at the start of the academic year
- Recommendations from subject teachers, class teacher or form tutor
- Students will be assessed summatively, using the Cambridge English Assessments and formatively using the Bell Foundation EAL Descriptors for National Curriculum English.

### **4. Provision of Support**

The teaching in the Early Years is designed to help students with language acquisition. All teachers have regular professional development to support their pedagogy and practice, ensuring all students develop their language proficiency. All staff recognise that it is their responsibility to support language development and they can seek support from the relevant staff if required.

Students in Year 2 - Year 6 (Primary WP Campus) who are identified as needing the EAL programme have specialist EAL support within their Primary English lessons; additional interventions during other appropriate times of the day supplement this. In Secondary, during English lessons plus 4 other identified slots (humanities or arts lessons) - in class support is also provided by EAL teachers if there is an identified need.

### **5. The role of class teachers and subject specialists**

It is recognised that EAL strategies reflect good expected good practice in Bromsgrove classrooms, and that all teaching staff are EAL teachers and they are expected to plan for the needs of EAL students.

Staff are supported to do this through the training and resources provided. The Head of Inclusion regularly delivers development time sessions to provide staff with up to date strategies and resources. A regular round up of research and websites is shared with teaching staff for their reference.

## 6. Monitoring and review

Students from the Reception class undertake baseline testing through the CEM assessments. These tests provide a benchmark for the students' English level at the start of the academic year that is used alongside teacher assessments.

From Y2-6 in Primary, students sit a standardised progress test in English to help their teachers identify strengths and areas to improve upon. This is in addition to the EAL summative and formative assessments, and other curriculum data collected by class teachers.

For students in Secondary School, the progress made by students is monitored and assessed throughout the year through the assessment taking place on a regular basis by their English and or EAL teacher. As well as this, regular class tests, classwork and homework are assessed for the quality of English. Alongside this informal and frequent liaison between the EAL teachers, form tutors and assistant teachers will help us identify the students that need the most support.

## 7. Assessment

Students on the EAL register at WP are assessed termly. Data from these assessments is used to plan the further support needed for the individual student.

Bromsgrove EAL students will be assessed using:

- Formatively using The Bell EAL Descriptors for National Curriculum English
- Summative language testing using the Oxford Placement tests connected to CEFR levels.

For further detail on how the assessment process works please refer to Appendix A at the end of this document.

## 8. Criteria for exiting the EAL programme at WP

Rather than a single exit point for the EAL program each student is considered individually.

Review meetings are held termly for Primary students and the exiting of the programme is decided by consensus of those present (Head of Primary, Head of Inclusion, class teacher and EAL teacher).

In secondary an 'exit band' exists for KS3 students. When a student reaches a point within B8 to C5 (Bell Foundation descriptors), which equates to CEFR A2/B1, a discussion is triggered between the EAL teacher and the Head of Inclusion about exiting the programme. Students who exhibit independence skills, resilience and high engagement levels are likely to exit the program earlier than those who have reached a similar level but are deemed less likely to thrive in mainstream lessons. This qualitative approach is very much individualised. In KS4 students who require EAL support in place of one GCSE option block will remain with that support for the duration of KS4. As their language skills develop this support will evolve into more subject specific, rather than language focused, support.

There is no EAL provision for KS5 outside of mainstream lessons.



## Documents which inform this policy:

[Bell Foundation - EAL Assessment Framework for International Schools](#)

Policy written by	<b>ASp, ROw, ABe, AHu</b>
Position	<b>Head of Inclusion</b>
Policy Date	<b>May 2024</b>
Policy Review Date	<b>May 2025</b>

## Appendix A

Assessment:

### Primary

Assessment of students in primary school uses the Oxford Placement tests for summative assessments at 4 points during the school year:

- Initial assessment - August
- End of T erm 1
- End of T erm 2
- End of T erm 3

A more formative approach is used with Bell Foundation descriptors and whilst the use of this is ongoing throughout the school year, a decision about a student's currently working out grade is required at each half term point (i.e. 3 times per year). See below for further information on how the Bell Foundation descriptors are used.

### Secondary

All assessment points use the Bell Foundation descriptors. This is because EAL teachers have a larger amount of time with EAL students, teach them directly in lessons and have a colleague who also teaches them, making moderation more straightforward.

Assessment takes place at 7 points throughout the year, resulting in a Bell Foundation level:

- Initial assessment - August
- Half term, term 1
- End of term 1
- Half term, term 2
- End of term 2
- Half term, term 3
- End of term 3

### **Use of Bell Foundation Framework (see documents that inform this policy)**

The framework has 5 bands (A-E) showing overall language development for each of the 4 areas (listening, speaking, reading & viewing and writing).

Within each band there are 10 sub-levels. To streamline this approach with the BIST assessment policy we have split them into 3 groups: emerging (the first 3), developing (the middle 3) and secure (the final 4)

During the course of their work with a group or individual student, the EAL teacher reviews the student's work, makes observational notes during speaking activities, observes the student in lessons and carries out short assessments with the student. From this they use the framework to identify the current level of a student. To move up levels and across bands the following criteria must be met:

- To move to the next band students need to have achieved 8 out of the 10 descriptors.
- To move from emerging to developing and from developing to secure they need to have achieved all 3 descriptors and then at least 2 in secure to move to the next band (e.g. from band A to B).

At each assessment point moderation is carried out within and across year groups to ensure consistency.