



English as an Additional Language EAL Policy

“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be.”

Vision

Apple International School is an inclusive school, as a school we work closely with families to develop effective support programs that aim to minimize any identified barriers and support progress towards independence in learning.

Purpose

In accordance with the Academy’s ethos, all students will be given full access to all areas of learning and teachers will endeavor to ensure all pupils reach their full potential, irrespective of race, age, or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. Our school ethos is to value the individuality, language, and cultural background of all our students.

The purposes of this policy are as follows:

- To create awareness among staff, students and parents about students receiving learning support, the nature of learning differences and how they can best be supported within an inclusive community.
- To provide information to staff on EAL, the process of EAL student identification and the EAL Referral and EAL Exit processes.
- To increase the level of communication and consistency between classroom teachers, subject teachers, and Leaders.
- To help new teachers/students/parents adjust to ELL practices at the Academy.
- Most importantly, to ensure that we recognize and meet the needs of students who require EAL support.

Roles & Responsibilities

- The principal along with the senior leadership team are responsible for the policy and its implementation and for ensuring that the progress of EAL students is closely monitored. The Head of Inclusion will also ensure effective liaison with staff and external support.
- Subject teachers are responsible for the progress of students within their own class and for effective collaboration with the Head of English, SEN teacher and support staff.



- SEN teacher and SEN support staff are responsible for supporting EAL students, in collaboration with and under leadership of the SLT members, principal and class teachers.
- SEN Teacher is to work on lesson plan adjustments and EAL resources in collaboration with the SLT team members, Head of English, and support staff.
- Identify incoming EAL students, with support of the class teacher/English teacher.
- Develop EAL students' skills by simplifying the information and building on their previous knowledge.
- Differentiate planning and teaching to take into account the learning needs of students.
- Collaborate with the class teacher/English teacher to plan and prepare material, worksheets, activities, and aids to develop the students' English skills. This collaboration provides sample opportunities to constantly reflect on the progress of each EAL support student in the class.
- Meet with class teacher/English teacher at least once a week to prepare the weekly plan material one week in advance.
- Encourage EAL students to speak English at all times while in school premises.

EAL Classification

The table on the next page explains the different types of EAL learners and their relative proficiency in English in the four strands of language knowledge: Listening and understanding; speaking; reading and writing.



Entering



Emerging



Developing



Expanding



Bridging



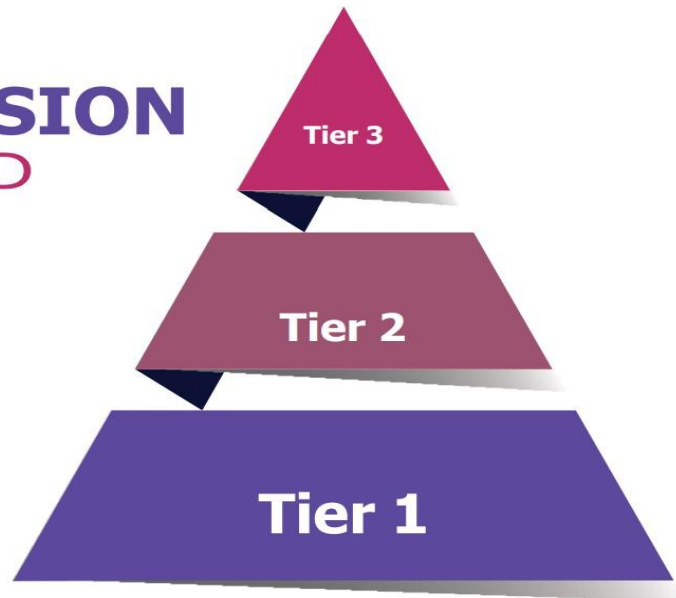
Reaching



EAL learner	Listening and understanding	Speaking	Reading	Writing
Entering (Level 1)	Understands home language Watches and joins in routines/activities Follows instructions using keywords/gestures Follows short sequences of instructions.	Silent period Speaks in home language non-verbal gestures Echoes words/ex -pressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognize some words e.g., own name Starts to recognize letters and symbols Early reading skills e.g., CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some CVC words, Can draw and label diagrams. Begin to write simple sentences.
Emerging (Level 2)	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support.	Simple questions e.g., where? Over -generalization of grammatical rules Simple positional language Re -tell a simple story Can give a sequence of instructions Past simple tense emerging.	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re -tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts.	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
Developing (Level 3)	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? And why? Questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support.	Speaks in simple everyday exchanges. Uses common colloquialisms Uses extended sentences Uses relative clauses. Can contribute to whole class discussion Plurals articles, pronouns, and prepositions	Describes setting of a story Can select relevant text to answer questions. Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns, and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
Expanding (Level 4)	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud.	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Bridging (Level 5)	Understanding is commensurate with that of a native English. speaker Students have the range of listening skills required to participate fully in the Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands selects, interprets, and responds appropriately to a range of fiction and non -fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humor. Can make comparisons and write an argument.



ELL PROVISION PYRAMID



Tier 1

The Integrated Model where all students receive universal instruction/core instruction. This includes our bilingual students who within the mainstream classroom setting receive sheltered instruction through the use of effective differentiation based on planning for impact taking into consideration CAT4 Learning Profile and MAP testing data to inform flexible grouping.

Tier 2

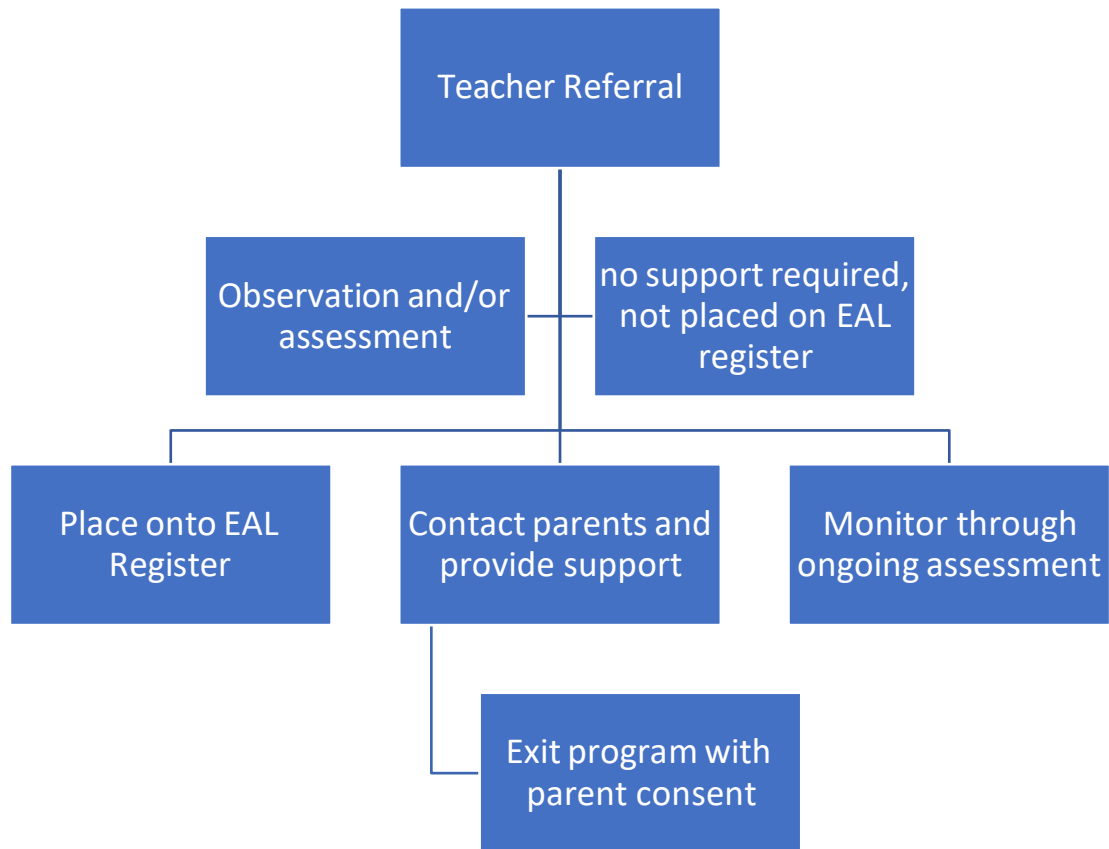
This is our disintegrated model. These are identified EAL students who have been tested using Phonics Online assessment to identify their proficiency level in speaking, reading, writing, and listening. They receive targeted/supplemental small group interventions whereby during the English Lesson (EAL) they are pulled out by the SEN teacher to work in a small group setting. They are taught the same grade level content and standards as their peers in the classroom but with a heavy level of accommodation focusing on what they can do (Can Do Descriptors) with provided scaffolding to enable them to produce grade level outcomes.

Tier 3

Tier 3 students are completely new to the English language and have not been exposed to instruction in English in the previous years. These students require high intensity strategic intervention and are pulled out in all English language subjects. They are given one to one EAL support or targeted/supplemental group interventions.



EAL Referral Process



Exiting from the Support Program

- The length of time the student is in the program varies depending on the student and individual needs. Some students will make rapid progress and may only need support for a short amount of time. Others need more intensive support for up to 2 academic years.
- The SEN teacher in coordination with the class teacher and specialist subject teachers will review internal and external progress data and discuss exit from the program on a termly basis.
- Should a student be struggling to make progress, a referral to the inclusion team may be considered.
- Students who have exited the program will be monitored for one year post exit. This is to ensure that students can still access the curriculum as content becomes more rigorous each year.
- Students may be required to re-enter the EAL program if referred by other subject teachers.



- The level of support is reviewed on a termly basis and the next steps in learning will be outlined in the termly Progress Report.

Key Principles

- All EAL children are different: they will have a huge variety of first languages, home backgrounds, previous experience of education and life in general.
- Their needs are linguistic: EAL is not synonymous with SEN.
- People learn a new language most easily when:
 - They are in a positive, secure, and helpful environment.
 - They are interacting with others.
 - The language items they are expected to use are clear and focused.
 - New language items are presented to them in a meaningful context.
 - They hear the new language items repeated several times.
 - They have the opportunity to repeat and use the new language items themselves.
 - Every attempt at speaking is praised.
 - The rules of the language are modelled naturally.
 - There are interesting things and events that stimulate language.
 - Gesture, body language, intonation and facial expression reinforce the spoken word.
 - Conversational ability will develop much more quickly than mastery of the language needed to succeed in the curriculum.
 - It can take UP TO 10 YEARS for EAL students to acquire academic English at the same level as their peers.
 - Collaboration, including joint planning, between mainstream class/subject teachers and learning support assistants or specialist EAL staff is crucial to ensuring effective support for the students.
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Strategies for Classroom Teachers

Children learning English as an additional language will still spend the vast majority of their time in the normal classroom setting, under the direction of the class teacher. On occasions, it may be beneficial for individuals or small groups with similar linguistic needs to be withdrawn from the class for individual attention and/or support.

Please ensure you use the following strategies:

- Provide plenty of contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- Identify and teach key words and phrases and provide opportunities for rehearsal.
- Value and draw on the student's previous knowledge, skills, and experiences.
- Ensure topics, materials and resources are culturally familiar and accessible.



- Group the learner with his/her intellectual and social peers and strong English language peer models.
- Keep instructions and explanations brief.
- Ensure clear layout of worksheets/support materials.
- Regularly check the student has understood instructions.
- Capitalize on bilingual opportunities in the classroom.
- Provide plenty of small group collaborative activities where listening and talking are central to learning.
- Provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- Provide scaffolding for reading and writing tasks, e.g., writing frames and information grids.

EAL Policy Review

The Principal, Head of Teaching & Learning along with Head of Inclusion will ensure that the English Language Learning policy is reviewed, revised, and updated every two years. All staff Involved in the development and will agree on the policy. All staff is responsible to ensure that the policy is a working document that it is referred to and reflected upon

Principal
Apple International School
Reviewed Annually