

English as an Additional Language (EAL) Policy

Our Aims

The EAL programme at Riverside is designed to:

- provide an effective programme to support students for whom English is not their mother tongue.
- develop the appropriate language skills to foster independence and enable students to succeed in their regular classroom at Riverside and beyond.
- provide a positive learning environment for students where they can feel secure and able to take risks.
- devise programmes of study that meet the needs of the students.
- assist with the differentiation of resources developed by class and subject teachers.
- continually assess, monitor and evaluate the development and progress of the students.
- consult and review with the staff team to decide when a student no longer requires specialist support *(please see Appendix)

Riverside School regularly reports the progress of EAL students to parents through written reports and Parent Teacher Conferences. Parent involvement is encouraged and the cultural identity of our families is valued.

Riverside School EAL Practice

Early Years and Primary School

1. Planning and Teaching (Early Years & Primary)

EAL lessons are planned using reviewed schemes of work (see Atlas) and topics covered in the regular classroom.

- EAL support will mostly take place outside a student's regular classroom, although some support may be given in class when deemed necessary.
- Students are taught in small groups (ideally 3-6 students) and organised depending on age and ability.
- Individual instruction may be given for specific needs.
- EAL support is available from Reception class onwards. Informal observation and assessment will begin in the Nursery class in order to determine which children may benefit from the EAL programme.

EAL Time Allocation

- Students in Reception will receive a minimum of 20-30 minutes of daily group instruction. Additional support in the classroom is provided as needed.
- Students in Key Stage 1 receive an average of 30 minutes daily instruction.
- Students in Key Stage 2 receive an average of 40 minutes daily instruction.
- Special attention is given to absolute beginners or students that know very little English. Key Stage 1 students will receive a minimum of 40 minutes daily instruction and Key Stage 2 students will receive a minimum of 60 minutes daily instruction.

In addition to EAL lessons, classroom teachers will:

- differentiate work activities or adjust learning targets from students as their English improves.
- focus on the strengths of a student so they can improve their skills, strengthen their self esteem and experience success.
- provide reading materials for a student based on their ability.
- be clear with instructions, making full use of visual aids.
- set homework appropriate for ability.

2. Entering and Exiting the EAL Programme (Early Years & Primary)

Entering Criteria

Students referred to the EAL programme will be assessed in several ways.

- Children in Nursery class whose primary language is not English are informally assessed during Term 3 of their Nursery year to assess whether or not they will benefit from participating in the EAL programme in Reception.
- Children joining Early Years for Reception class whose primary language is not English (as indicated on their enrollment form) will be placed on the EAL register for Reception class.
- Students will be observed in their classroom by the EAL teacher. Assessments will be made regarding their use of the language and evidence of comprehension.
- Students will be met with individually or in small groups. They may be asked to retell a story or answer open-ended questions to assess their speaking and listening skills.
- Unaided writing samples will also be used to assess Key Stage 2 children.

The EAL teacher will then conference with the classroom teachers to discuss the strengths and weaknesses of each child. For Key Stage 2 children, oral reading and reading comprehension skills should also be discussed before placing children into groups which best fit their language needs.

Exiting Criteria

EAL students' progress will be assessed on forms updated each term and compared to reading, writing, speaking and listening skills according to the Primary School Bell Foundation EAL Assessment Framework.

Reception students exiting the EAL programme should understand most spoken language and respond appropriately for their age. They should speak with near native fluency with occasional grammatical errors or hesitations that do not interfere with meaning. They should be assessed at a level 4 or 5 on the EAL Speaking/Listening Rubric. Prior to exiting EAL, a consultation will be completed with the Primary EAL staff. It is preferable that students remain in the EAL programme until Primary School in order to fully access the Primary curriculum.

Year 1-2 students exiting the EAL programme should understand most spoken language and participate in both social and class discussions. They should speak with near native fluency with occasional grammatical errors or hesitations that do not interfere with meaning. They should be meeting most, if not all Band D goals of the Bell Foundation EAL Assessment Framework.

Year 3-6 students exiting the EAL programme should understand most spoken language and participate in both social and class discussions. They should speak with near native fluency. Occasional grammatical errors or hesitations should not interfere with meaning. They should be assessed at Band D or E on the Bell Foundation EAL Assessment Framework. They should also have appropriate skill development in both reading and writing. For **Years 3-6**, this should be at Band C or D on the Bell Foundation EAL Assessment Framework. The reading and writing assessments should be completed with the input of the classroom teacher. These students may continue to receive extra support from their classroom teacher in reading and writing. This may include any programmes offered to EAL students, such as RAZ Kids.

Before the decision is made to exit a student from the EAL programme:

- A meeting will take place between the EAL teacher and classroom teacher to discuss the whole development of the child. Any concerns should be noted. The teachers should then work together to write a list of recommendations to ensure the student's future success in his/her classroom. These recommendations should be shared and documented upon exiting.
- The EAL teacher will communicate with the parents of the exiting child to be sure that they are in agreement with the plan for their child. The EAL teacher will review the recommendations with the

parents before the exit form is completed. The parents will be assured that the classroom teacher and EAL teacher will stay in close contact to monitor the child's progress.

- When there is a question regarding a student's need for SEN versus EAL support, a meeting will take place with the aforementioned teachers as well as the SEN coordinator and a member of school leadership.
- If a child is exited and is SEN, they must be working on an IEP that has targets that better match classroom support than EAL. The parents should then meet with the SEN coordinator, the EAL teacher, and the classroom teachers to discuss these goals.

The classroom and EAL teachers should review the recommendations stated on the EAL Entry/Exit communication form and stay in close contact to monitor the child's progress for at least one term following exit. EAL teachers should be sure that new teachers are aware of the recently exited students' recommendations.

3. Resources

EAL resources are located in the EAL classrooms. EAL instruction is based on published resources, including textbooks and activity books supplemented by audio CDs, story cards, flashcards, board games, online videos and other online resources. The instructional materials chosen for each student are determined by:

- The age of the student and the age appropriateness of the material
- The student's ability to read in another language

Current published materials used in the EAL programme include:

- Incredible English series suitable for Reception (age 4) to end of Year 2 (age 7)
- Oxford Grammar series suitable for end of Year 2 (age 7) and above
- Primary Activity Box suitable for all years, starting from Reception through to Year 6

In addition to the use of published materials, the EAL teacher may use additional materials to accommodate the academic needs and interests of a particular student or group. When a student is unable to access their classroom curriculum due to a language deficit, the EAL teacher may cooperate with the classroom teacher to help the student with a specific topic. In such cases, the teacher will create or seek out appropriate materials.

4. Monitoring Progress

As EAL students attend lessons on a daily basis, their progress is closely observed by their teacher. Written work and class participation is closely monitored and immediate action is taken to address any concerns.

All students are assessed by term, according to the Bell Foundation EAL Assessment Framework. Early Years students' progress may be monitored on the Devon County Council Observation of EAL Development. Groups can be rearranged as students progress throughout the academic year in order to maximise the effectiveness of EAL instruction.

In addition to the formal assessments, ongoing assessment may include:

- monitoring of daily EAL class work
- observation of class participation for listening and speaking
- quizzes or tests

When there is any concern regarding a student's progress, the EAL teacher should also communicate with that student's classroom teacher to monitor his/her progress in their primary classroom. In order to smooth the transitions for EAL students across the schools and develop the subject, teachers aim to meet at least twice per year to compare notes, share developments and discuss continuing students to ensure smooth transitions for the children.

Junior and Senior High

EAL lessons are planned using reviewed schemes of work (see Atlas) with the intention of moving students towards the ability to access the Key Stage 3, 4, or 5 curriculum at the level of their native English speaking peers. All resources are designed to enhance learning and add elements of authenticity to the language. Students focus on the four language skill areas: reading, writing, speaking and listening.

1. Planning and Teaching (Junior and Senior High)

Junior High (Years 7-9)

- EAL is a timetabled subject option at Key Stage 3 (3 x 40 minute lessons/week), scheduled at the same time as Modern Foreign Languages.
- Junior High EAL students also attend First Language English classes and are provided with differentiated work and assessments (4-5 x 40 minute lessons/week).
- Students at the A1 level on the Common European Framework of Reference for Languages (CEFR) are timetabled for additional support lessons on a one-to-one or small group basis.

Senior High (Years 10 - 11)

- Students in the EAL programme in Years 10-11 follow the Edexcel IGCSE English as a Second Language course.
- Students are taught for 4 x 40 minutes periods per week as part of a mixed ability group.
- Students also attend the First Language English classes and are provided with differentiated work and assessments (6x 40 minute lessons/week).
- In exceptional circumstances, students beginner students (A1) are admitted to Riverside Senior High School in Years 10 or 11. In these cases, the students are withdrawn from lessons for additional EAL support on a one-to-one or small group basis.

Senior High (Years 12 - 13)

- Students in the EAL programme in Years 12-13 follow the IB English B course. (These students must study an additional language, IB Language A course, at the level of a native speaker in order to achieve the IB Diploma.)
- Students in the English B course are taught for 4 x 40 minute lessons per week at Standard Level and 6 x 40 minute lessons per week at Higher Level.
- Students who are not first language English Speakers may seek a TOEFL qualification in order to meet study requirements for colleges or universities around the world. The Careers & Guidance Counsellor collaborates with the English department to assist students to meet these requirements.

In addition to EAL lessons, subject teachers will work with guidance from the EAL teachers to:

- differentiate work activities or adjust the learning targets for students as their English improves
- focus on the strengths of a student so they can improve their skills, strengthen their self-esteem and experience success
- provide materials for a student based on their ability
- be clear with instructions and make full use of visual aids
- set homework that is appropriate and meets the needs of the student

2. Entering and Exiting the EAL Programme (Junior and Senior High)

Entering Criteria

Students new to Riverside School are assessed prior to or upon their entry by oral interview and a review of previous school's assessment and reports. Where appropriate placement is unclear, Riverside may require the student to complete a placement test to determine a student's CEFR level.

Within the first half-term of enrolment in the EAL programme, all students are assessed within the EAL classroom according to the CEFR levels. These levels, along with general background information and classroom accommodation recommendations and strategies, are provided on the EAL register to all subject teachers.

All new students to Riverside also complete the CAT4 assessment (Cognitive Abilities Test) which provides insight into each student's strengths and challenges in the areas of verbal, spatial, and quantitative reasoning. This data is used as one indicator of a student's potential in various subject areas when looking beyond the barrier of English language learning.

Exiting Criteria

The progress of EAL students is regularly assessed and monitored by the EAL teachers according to the Key Stage 3, IGCSE, or IB criteria. Assessments of students' CEFR levels are also repeated annually.

Students at the Junior or Senior High exiting the EAL programme should understand most spoken language and be able to participate in both social and classroom discussions with near native fluency. Occasional grammatical errors or hesitations should not interfere with meaning. Students should have achieved a B2 or C1 level on the CEFR assessment. In addition, the EAL and First Language English teacher should be in agreement that the student is capable of independently accessing the curriculum at the relevant key stage in English.

Particular care and attention is paid to each child's academic pathway during times of transition between one key stage and another. Career guidance is also provided as students make choices that may impact their course of study beyond high school.

Before the decision is made to exit a student from the EAL programme:

- A meeting will take place between the EAL teacher, First Language English teacher, and a member of the leadership team to discuss the whole development of the child, taking into account the planned courses of further study. Any concerns should be noted. Recommendations to support the child in transitioning out of the EAL programme are documented at this stage.
- The EAL teacher will communicate with the parents of the exiting child to be sure they are in agreement with the plan for their child. At this time, any relevant recommendations will be shared with the parent.
- When there is a question regarding a student's need for SEN versus EAL support, a meeting will take place with the aforementioned teachers as well as the SEN coordinator.

Once confirmed, the EAL teacher will share the relevant information about the exiting student with the child's current subject teachers. Tracking documentation and reporting guidance will also be updated to reflect the child's recent exit from EAL.

3. Resources

The High School currently uses a variety of resources to support the EAL programme.

At Key Stage 3, the framework of the programme is shaped by the needs of the students and the demands of the school curriculum in other subject areas. At Key Stages 4 and 5, students follow the IGCSE English as a Second Language course and the IB English B course.

4. Monitoring Progress

Student progress is continually monitored through formative and summative assessments. Formative assessment takes place consistently within the EAL and First Language English classrooms with input from other subject teachers, working collaboratively to ensure students are supported in their language learning and are able to make appropriate progress, both in language acquisition and accessing the curriculum. Summative assessments such as in-class quizzes and tests, CEFR assessments, CAT4 assessments, and GL Progress Tests are also used to measure the students' progress towards English fluency.

EAL student progress is also monitored across all subject areas which are tracked through Riverside's Target Setting and Tracking process. Teachers take into account each individual student's background, CEFR level, past performance, CAT4 and Progress Test results, and previous targets to form an achievable target to work towards. These targets are regularly reviewed and updated throughout the school year.

Progress is reported to parents according to Riverside's Assessment Recording and Reporting Policy on a Termly basis and also through Parent Teacher Conferences.

Our Whole-School Policy

The EAL teachers for each school site/phase will meet each term to share resources, ideas and experience. They will also ensure that the following is upheld.

1. Our school policy for teaching EAL is based on accurate knowledge of students' needs and attainments – and includes ways of monitoring the effectiveness of overall provision.
2. Students learning English as an additional language are entitled to benefit from the full curriculum and teachers need to be aware of teaching English as well as subject content.
3. All teachers should structure lessons and use language in ways that support and stimulate development in English to meet the specific needs of students learning English as an additional language.
4. The school's resources should be organised carefully to meet student needs and used to support teaching EAL.
5. The school's assessment policy should link statutory assessment with any additional assessment of students' acquisition of English to provide accurate recognition of students' attainments, progress and needs. All teachers should structure lessons and use language in ways that support and stimulate development in English to meet the students' needs.

Future Developments

These are identified annually by the coordinator in the subject development plan.

A copy of this document will be made available to teaching staff and an additional copy to parents upon request. Comments from members of the school community are welcome, to assist with the development of EAL teaching at Riverside School. These comments should be directed to the EAL teacher responsible for each site and phase of development.

Review Process: Date of Review: September 2022 / Date of Next Review: September 2024