



OUR LADY & ST. BEDE
CATHOLIC ACADEMY

EAL Policy

Our Lady and St Bede Catholic Academy

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1. Purpose

This policy document details Our Lady & St Bede Catholic Academy's arrangements to meet the needs of pupils who are learning English as an additional language (EAL). For the purpose of this policy, Our Lady & St Bede Catholic Academy will be using the Department for Education's most recent definition of a pupil with English as an additional language:

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

The purpose of this policy is to ensure that pupils designated as EAL have full and equal access to the school's curricula in a manner whereby language used, for example in lesson resources or orally, is not a barrier to learning. Although the school's position is to promote the use and learning of the English language in a spoken and academic sense, this policy does not intend to denigrate the use of or learning of pupils' first languages or discourage multilingualism – indeed, the school aims to be a welcoming, inclusive, supportive, multilingual, and diverse community.

2. Context

Nationally, 17.1% of pupils in secondary schools are classified as EAL, an increase from 16.9% in 2019. Our Lady & St Bede Catholic Academy therefore has an intake much smaller than the average national intake of EAL pupils, as 7.4% currently on roll are classified as EAL. However, in a local and regional context, Our Lady & St Bede has a marginally higher than average intake of pupils classified as EAL. The Stockton-on-Tees Local Authority EAL intake is 626 pupils in secondary schools (5.4% of all pupils) and 2,073 in all school types (6.5%); the North East has 9,808 pupils identified as EAL in secondary schools (6.2% of all pupils) and 28,836 in all school types (7.3%). Therefore, the size of the EAL population of Our Lady & St Bede is largely reflective of the EAL demographic in the North East as a whole, if slightly higher than the Local Authority.

Currently, the number of languages (excluding English) spoken in the school is at least sixteen:

Language	Region
Urdu	Pakistan
Hiligaynon	Philippines
Romanian	Romania
Tagalog/Filipino	Philippines
Chinese (Mandarin/Putonghua)	China
Polish	Poland
Portuguese	Portugal
Chinese	China
Malayalam	India
Panjabi	India
Tamil	Sri Lanka
Yoruba	Nigeria

Farsi/Persian (Any Other)	Iran
Italian	Italy
Thai	Thailand
Shona	Zimbabwe

EAL pupils who also qualify as Pupil Premium make up 2% of the school's current pupil population, or 7% of the school's overall Pupil Premium population.

3. Admitting New Pupils

If a pupil has been identified during the admissions process as potentially being an EAL pupil, then an assessment may be conducted if the school deems it necessary (see 'Assessment and mapping of proficiency in English' below).

We will follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Pupil's first language
- Other languages spoken at home by the pupil
- The pupil's level of literacy in other languages
- Links with pupils already in school
- The pupil's educational background

4. EAL Teaching and Learning

Provision for EAL pupils who are deemed by the school to need additional support will fall into two categories, which are intricately interlinked:

1. Assessing and mapping EAL pupils' proficiency in the use of the English language, namely:
 - a. Listening
 - b. Speaking
 - c. Reading and Viewing
 - d. Writing
2. Differentiation of teaching and learning in regular lessons informed by the results of the assessment and mapping of EAL pupils' proficiency.

Assessment methods and classroom strategies will lean heavily on the significant work produced by the Bell Foundation.

Assessment and mapping of proficiency in English

EAL pupils who are deemed by the school to need additional support will be assessed on their listening, speaking, reading and viewing, and writing skills in academic and spoken English. This assessment will take one of two forms, depending on the pupil's initial proficiency in English:

- An initial assessment for pupils who are new or virtually new to English, to establish a baseline, or;
- A session with a member of staff that requires the pupil to read aloud from a designated book and then complete activities on the section that has just been read. These books have been chosen specifically for use with secondary school age EAL pupils (i.e. are appropriate

to their proficiency in English whilst also taking into account their age group so as to not demean the pupil) and range in difficulty (i.e. vary in complexity of sentence length and structure; vary in complexity of vocabulary used; etc.). These books include, but are not limited to:

- a. 16 book Roald Dahl Collection (reading ages 5 - 12)
- b. Own Goal - Football Mad! by Paul Stewart (reading age 8 - 12)
- c. Frostheart by Jamie Littler (reading age 8 - 12)
- d. I Am The Minotaur by Anthony McGowan (reading age 9 - 12)
- e. Ghost by Jason Reynolds (reading age 9 - 13)
- f. Wed Wabbit by Lissa Evans (reading age 10 - 12)
- g. The Giver by Lois Lowry (reading age 10 - 13)
- h. The Curious Incident of the Dog in the Night-time by Mark Haddon (reading age 14+)

Following the assessment, for each category each pupil will be placed in a band, depending on their proficiency in that area:

A = New to English – little or no knowledge of the English language

B = Early acquisition of English – can apply written and spoken English in simple terms on familiar topics

C = Emerging competence with English – demonstrates a growing knowledge of written and spoken English when engaging with curriculum-related texts and tasks

D = Competent with English – can apply written and spoken English in an increasingly varied and complex range of situations

E = Fluent in English - can understand, respond and apply written and spoken English with little or no difficulty or hindrance

Following a termly assessment, a tracker will be completed for each pupil. The tracker will note the current banding of the pupil in each category and targets will be set in order to reach the next banding. The tracker will then automatically generate a series of strategies that teachers can use in lessons in order to help the pupil move into the next band.

Differentiation of teaching and learning

The strategies recommended by each pupil's tracker should inform teachers' differentiation of lesson resources, questioning techniques, repetition, etc. Staff are supported in this through resources available on staff Sites, which are taken from the school's membership to Inclusion Hub. These resources are differentiated into tiers depending on which band each pupil is currently allocated. These resources include, but are not limited to:

- Access to dual language dictionaries
- Dual language resources
- Visual support (for example picture cards)
- Classroom displays
- Etc.

It is expected that all staff use the strategies and resources recommended by each pupil's tracker in order to help them progress.

5. Special Educational Needs (SEN)

A pupil must not be regarded as having a Special Educational Need solely because the home language is different from the language in which they will be taught at school. While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with SEN may include a proportion of EAL students, and other students from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL students. Therefore, if the school deems it necessary, any assessment of the proficiency of English in a pupil may be conducted in conjunction with the SEN Department.

6. Responsibilities and Monitoring

All teaching and support staff are responsible for implementing this policy as there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

The Assistant Headteacher will collect and analyse EAL data. This policy will be reviewed regularly to ensure it best reflects the school's approach to offering EAL support.