



Nurture
Lifelong
Learning

English as an Additional Language (EAL) Policy

Rationale

This policy sets out the aims, objectives and strategies of The Arcadia School with regard to meeting the needs and celebrating the skills of EAL pupils. Our teachers work to ensure that all EAL pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. The term EAL is used when referring to pupils whose first language is not English and who have very limited English that disengages them from communicating with their peers and other members of staff and prevents them from accessing the curriculum. EAL pupils are new to English and they are at the start of acquiring language skills to understand basic instructions or take part in basic conversations.

The day-to-day operation of the policy is the responsibility of the EAL Leader. The Principal, the SLT Members, the Head of Inclusion and the EAL Leader will work together closely to ensure that this policy is working effectively.

At Arcadia, high-quality teaching is used to differentiate and to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is a special educational provision and we will use our best endeavours to ensure that provision is made for those who need it within our staffing limitations.

The language of instruction at school is English, and therefore we are committed to doing our best to ensure that the necessary provision is made for any pupil who has English as an Additional Language.

Aims

- To give all pupils the opportunity to overcome the language barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that EAL pupils bring to our school.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.

- To support EAL pupils to be confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage EAL pupils to practise and extend their use of English.
- To encourage and enable parental support in improving pupils' language skills.

Objectives

- To enable pupils with EAL to have their needs met.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision in small groups, one-to-one interventions or in mainstream push-in support sessions.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term through their Individual Language Plan (ILP) in order to make decisions about classroom management and curriculum planning.
- To encourage good communication and genuine partnerships with parents of children with EAL.
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum for EAL pupils.
- To share expertise and good practice across the school.

Language Acquisition Theories in Use

In the same way as children learn their first language, sequential bilingual learners must also learn how to use their newly acquired language accurately and appropriately. Second language development would appear to proceed in an orderly fashion. Researchers have discovered that there is a fairly common sequence of acquisition for second language learners across a range of languages and contexts. This language development has been modelled in a simple matrix. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS describes the development of basic linguistic repertoire in the second language whereas CALP describes the use of language in academic situations (Cummins, 1984). Correspondingly, we group our EAL learners.

As educators in an Apple Distinguished School, we consider technology to be a tool to assist us in teaching and delivering subject matter. Hence, the use of technology and the field of computer-assisted language learning (CALL) becomes a natural day-to-day activity. Computers around the school and students' personal i-Pads play three main roles: a tutor, a tutee and a tool (the three T's, Taylor, 1980). The tutor role is when small chunks of information are offered to our EAL learners and followed by a series of drills, practices and reinforcements (Skinner's behaviourist learning theory) as it secures the learners when they do frequent repetitions and drilling activities. Looking at the tutee role, the EAL learners usually teach the device by making mistakes and trying to fix them. That way the learners construct their own knowledge through experience (Piaget's constructivism theory of learning) using the adaptive technology intelligently. They can also develop their own sense of independence in learning. The final role of technology is the most popular one when it acts as a tool in the learning process. It is a

broad role where technology is the means by which a task is achieved, such as writing essays, translating to a first language, looking up meanings, searching for pictures or creating videos.

Identifying and Supporting EAL Pupils

At Arcadia, EAL learners are assessed at the earliest opportunity using WIDA, which assesses both social and academic English language proficiencies. The academic English language includes: Language Arts, Mathematics, Science and Social Studies.

Following the assessment, the EAL learners are identified and grouped according to their linguistic needs, whether they were basic communicative needs (BICS: Basic Interpersonal Communication Skills) or age-appropriate academic needs (CALP: Cognitive Academic Language Proficiency). Hence, EAL learners are identified as follows:

EAL-Beginner (EAL-B)	<p>Learners with no English</p> <p>Learners with very basic language skills</p> <p>Learners who score 0.0 → 2.9 in any of the WIDA Assessments</p> <p>Learners who need to secure their BICS</p>
EAL-Advanced (EAL-A)	<p>Learners who have secured their BICS</p> <p>Learners who have advanced and developed their English but still need support</p> <p>Learners who score 3.0 → 4.9 in any of the WIDA Assessments</p> <p>Learners who are in the process of developing their CALP</p>
EAL-Independent (EAL-I)	<p>Learners who have developed an equal competency level as same as their peers</p> <p>Learners who do not need significant support in accessing the curriculum</p> <p>Learners who score 5.0 and above in any of the WIDA Assessments</p> <p>Independent learners of English who have secured their age-appropriate CALP</p>

The identification process is finalised by creating an Individual Language Plan (ILP) for every EAL-B and EAL-A learner according to their year grouping (see Appendix 1). ILPs are generated to tailor the EAL

provision that fits the individual needs of EAL-B and EAL-A learners, while EAL-I learners' progress and attainment to be monitored for one full academic year to secure their English proficiency level.

ILPs to include the following information:

1. **Personal information** about the learner, such as name, date of birth, languages spoken, CAT4 results (where applicable) and date of joining Arcadia.
2. **WIDA assessment report** and a brief description of the learner's proficiency level, along with what the learner "can do" and what the learner's "next step targets" are.
3. **Type of support required** to help the learner achieve language goals using S.M.A.R.T criteria.

The Specialist EAL Teacher contacts the parents and meets the classroom teacher to discuss their child's ILP. ILPs to be reviewed at the end of every term following the assessment cycle below:

First step	Beginning of the Academic Year	Review previous year's ILP WIDA Screener to be used if needed
Second step	End of term 1	WIDA MODEL (writing task 1 as per year group) Review current ILP
Third step	End of term 2	WIDA MODEL (writing task 2 as per year group) Review current ILP
Fourth step	End of term 3	WIDA MODEL (writing task 3 as per year group) Review current ILP

Students, who are not identified during the admission process, can be referred by classroom teachers for an EAL Assessment using the EAL Referral Form (see Appendix 2) to ensure the student's eligibility for the EAL provision. This can happen at any time of the academic year and whenever the teacher is in doubt.

EAL Provision

The Arcadian EAL Provision is given in one or all of the following three forms according to the learners' needs and the outcomes of the WIDA Assessment: in-class support (push-ins); out-of-class interventions (pull-outs); and 1-to-1 sessions. It is also designed to develop the English language proficiency levels that focus on:

- Phonology: the sound system of English
- Morphology: the forms and formation of words
- Syntax: the rules and structure of the English language

- Semantics: the meaning of language including general vocabulary and academic terminology
- Language functions: the purpose of the use of specific language
- Pragmatics: the appropriate use of the English language in various contexts

In order to adapt and adjust with the EAL learners’ language development, the EAL provision changes with every assessment cycle and ILP review. Dates are as shown in the figure above.

EAL Intensive Programme

The Arcadia Intensive EAL Programme is designed for absolute beginners (e.g. EALB) who join the school at any time of the academic year. It serves as an introduction to the English language, attending to its phonetical, morphological, syntaxial, semantic and pragmatic features in order to lay a sound foundation for acquiring the language, where:

- Both elements of the language (grammar and vocabulary) to be integrated in every session;
- Both grammar and vocabulary are taught purposefully to be used in developing reading, writing, listening and speaking skills;
- A foundational, intensive phonics programme of letters and sounds to be implemented once every week to ensure the efficacy of writing and reading skills.

Exit Criteria from EAL Provision

The WIDA Can Do Descriptors are properly aligned according to our EAL learners’ academic identification (see the table below). If students score 5.0 or above in any of the WIDA assessments, this means that they are Independent EAL learners and not eligible for the designed EAL programme. However, those learners will be monitored for one full academic year to ensure the steadiness of their language development securely. This is done by checking their mainstream class results at the end of every term. Once the students have successfully passed the year at the expected academic level of their year group, their names will be taken off the EAL register.

Academic Identification	WIDA Assessment Score	WIDA Level	Level Descriptor
EAL Beginner EAL-B	0.0 → 2.9	1	Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
		2	Emerging – Knows and uses some social English and general academic language with visual and graphic support
EAL Advanced EAL-A	3.0 → 4.9	3	Developing – Knows and uses social English and some specific academic language with visual and graphic support
		4	Expanding – Knows and uses social English and some technical academic language
EAL Independent EAL-I	5.0 →6.0 (no ceiling)	5	Bridging – Knows and uses social English and academic language working with grade level material
		6	Reaching – Knows and uses social and academic language at the highest level measured by this test

Special Educational Needs & Disability and Gifted & Talented Pupils

EAL pupils are not regarded as pupils of determination, however, should SEND and/or G&T be identified, EAL pupils have equal access to the school's provision, that's additional to and different from EAL provision.

Early Years Foundation Stage Provision for EAL Pupils

In the Early Years Foundation Stage, the School Curriculum helps EAL pupils by:

- Building on children's experiences of language at home and in the wider community, so that their developing use of English, as well as other languages, support each other in enabling children to be confident speakers.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- The daily repetition of stories and rhymes offers time for children to absorb a rich experience of spoken English.

Context

This policy was developed by the School Principal and appointed EAL Leader, based on current best practice in Academic Year 2020/2021. Further reviews will be undertaken involving all stakeholders and as part of our ongoing policy development cycle.

- **Links with other policies:** SEND Policy and English Policy
- **Policy Implementation:** September 2021
- **Policy Review Dates:** April 2021
- **Policy Responsibility:** EAL Leader
- **Board Review:** July 2021

Appendix 1:

ILP Sample



Inclusion Department
English as an Additional Language
Individual Language Plan (ILP)



Name of Student:		Language(s):	
Class / Class Teacher:		CATA V/NY//MEAN: (if applicable)	
EAL B/A/I:		Date of joining Arcadia:	

_____’s English Proficiency Level – WIDA MODEL

Description of Proficiency Levels	
1	Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
2	Emerging – Knows and uses some social English and general academic language with visual and graphic support
3	Developing – Knows and uses social English and some specific academic language with visual and graphic support
4	Expanding – Knows and uses social English and some technical academic language
5	Bridging – Knows and uses social English and academic language working with grade level material
6	Reaching – Knows and uses social and academic language at the highest level measured by this test



Inclusion Department
English as an Additional Language
Individual Language Plan (ILP)



What Can _____ Do?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	L1.1 Match oral language to classroom and everyday objects. L1.2 Point to stated pictures in context. L1.3 Respond non-verbally to oral commands or statements (ex. through physical movement). L1.4 Find familiar people and places named orally.	L2.1 Sort pictures or objects according to oral instructions. L2.2 Match pictures, objects or movements to oral descriptions. L2.3 Follow one-step oral directions (ex. "stand up"; "sit down"). L2.4 Identify simple patterns described orally.	L3.1 Follow two-step oral directions, one step at a time. L3.2 Draw pictures in response to oral instructions. L3.3 Respond non-verbally to confirm or deny facts (ex. thumbs up, thumbs down). L3.4 Act out songs and stories using gestures.	L4.1 Find pictures that match oral descriptions. L4.2 Follow oral directions and compare with visual or superficial models (ex. Draw a circle under the star). L4.3 Distinguish between what happens first and next in oral activities or readings. L4.4 Role play in response to stories read aloud.	L5.1 Order pictures of events according to sequential language. L5.2 Arrange objects or pictures according to descriptive oral discourse. L5.3 Identify pictures/realia associated with grade-level academic concepts from oral description. L5.4 Make patterns from real objects or pictures based on detailed oral descriptions.
Speaking	S1.1 Identify people or objects in illustrated short stories. S1.2 Repeat words and simple phrases. Answer yes/no questions. S1.3 Name classroom and everyday objects.	S2.1 Describe pictures, classroom objects or familiar people using simple phrases. S2.2 Answer questions with one or two words (ex. "Where is Sofia?"). S2.3 Recite some facts from illustrated short stories.	S3.1 Retell short narrative stories through pictures. S3.2 Repeat sentences from rhymes and patterned stories. S3.3 Make predictions (ex. "What will happen next?"). S3.4 Answer factual questions from stories read aloud (ex. who, what or where).	S4.1 Sing narrative songs and chants with emerging detail. S4.2 Sing repetitive songs and chants independently. S4.3 Compare attributes of real objects (ex. size, shape, colour). S4.4 Indicate spatial relations of real-life objects using phrases or short sentences.	S5.1 Retell narrative stories through pictures with emerging detail. S5.2 Test original stories with emerging detail. S5.3 Explain situations (ex. involving feelings). S5.4 Offer personal opinions. S5.5 Express likes, dislikes, or preferences with reasons.
Reading	R1.1 Match icons and symbols to corresponding pictures. R1.2 Identify name in print. R1.3 Find matching words or pictures. R1.4 Find labelled real-life classroom objects.	R2.1 Make examples of the same form of print. R2.2 Distinguish between same and different forms of print (ex. single letters and symbols). R2.3 Demonstrate concepts of print (ex. left to right movement, beginning/end, top/bottom of page). R2.4 Match labelled pictures to those in illustrated stories.	R3.1 Use pictures to identify words. R3.2 Classify visuals according to labels or icons (ex. animals or plants). R3.3 Demonstrate concepts of print (ex. title, author, illustration). R3.4 Sort labelled pictures by attribute (ex. number, initial sound).	R4.1 Identify some high-frequency words in context. R4.2 Order a series of labelled pictures described orally to tell stories. R4.3 Match pictures to phrases/short sentences. R4.4 Classify labelled pictures by two attributes (ex. size and colour).	R5.1 Find school-related vocabulary items. R5.2 Differentiate between letters, words, and sentences. R5.3 Bring words together to make short sentences. R5.4 Classify features of words, phrases or sentences that are the same and different.
Writing	W1.1 Draw pictures and scribble. W1.2 Circle underline pictures, symbols and numbers. W1.3 Trace figures and letters. W1.4 Make symbols, figures or letters from models and realia (ex. straw, clay).	W2.1 Connect oral language to print (ex. language experience). W2.2 Reproduce letters, symbols, and numbers from models in context. W2.3 Copy icons of familiar environmental print. W2.4 Draw objects from models and labelled letters.	W3.1 Communicate using letters, symbols and numbers in context. W3.2 Make illustrated "poster" and cards with distinct letter combinations. W3.3 Make connections between speech and writing. W3.4 Reproduce familiar words from labelled models or illustrations.	W4.1 Produce symbols and strings of letters associated with pictures. W4.2 Draw pictures and use words to tell a story. W4.3 Label familiar people and objects from models. W4.4 Produce familiar words/phrases from environmental print and illustrated text.	W5.1 Create context-based representations through pictures and words. W5.2 Make "story books" with drawings and words. W5.3 Produce words/phrases independently. W5.4 Relate everyday experiences using phrases/short sentences.



Inclusion Department
English as an Additional Language
Individual Language Plan (ILP)



_____’s EAL Intervention Plan

TYPE OF SUPPORT REQUIRED:

Pull out support Push in support

FOCUS:

Listening Speaking Reading Writing

LANGUAGE GOAL:

Focus	Specific <i>My target:</i>	Measurable <i>How I will show I have met my target:</i>	Achievable <i>How I can work towards my target and ways to support me:</i>	Relevant <i>What the outcome will be and where you will be able to see it:</i>	Time-based <i>I am to achieve this by:</i>	Outcome <i>WIDA Score</i>	Review Date

[EAL ILP Folder Link](#)

Appendix 2:



EAL Assessment Referral Form

Referral of pupils learning English as an Additional Language

Please complete the form and email it to Sandy Wilson, EAL Teacher. You need to complete all the red boxes with as much information as possible and follow this procedure:

1. Teacher observes the child for at least a week and completes the red boxes only.
2. Arrange a time with the EAL Teacher for an in-class observation followed by an initial assessment.
3. EAL Teacher completes the yellow boxes after assessing the child.

Name of pupil	
Year and Teacher	
Nationality of pupil	
Language(s) spoken at home	
CAT4 Verbal and Non-verbal scores (Y2 and above)	
Date pupil joined the school	day/month/year
Submission date of referral form	day/month/year
Tests administered results	
Admitted on (date)	day/month/year
Exited on (date)	day/month/year

- Please be reminded that the EAL support is reserved for children who have very little communicative competence (EAL-B Pupils). The primary purpose of the programme is to develop pupils' speaking and listening skills first before moving onto reading and writing.
- After referring the pupil, the EAL teacher will administer a WIDA screener test to the EAL pupils. This will help identify the pupil's areas for development and whether they need EAL support.

[EAL Assessment Referral Form Link](#)

Appendix 3:

WIDA Can Do Descriptor Sample



Can Do Descriptors Foundation Stage 2 & Year 1
by Domain and Proficiency Levels
By the end of each of the English proficiency levels 1-5 English language learners can...



** there is no ceiling for level 6

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	L1.1 Match oral language to classroom and everyday objects. L1.2 Point to stated pictures in context. L1.3 Respond non-verbally to oral commands or statements (ex. through physical movement). L1.4 Find familiar people and places named orally.	L2.1 Sort pictures or objects according to oral instructions. L2.2 Match pictures, objects or movements to oral descriptions. L2.3 Follow one-step oral directions (ex: "stand up"; "sit down"). L2.4 Identify simple patterns described orally. L2.5 Respond with gestures to songs, chants, or stories modelled by teachers.	L3.1 Follow two-step oral directions, one step at a time. L3.2 Draw pictures in response to oral instructions. L3.3 Respond non-verbally to confirm or deny facts (ex: thumbs up, thumbs down). L3.4 Act out songs and stories using gestures.	L4.1 Find pictures that match oral descriptions. L4.2 Follow oral directions and compare with visual or nonverbal models (ex: Draw a circle under the line). L4.3 Distinguish between what happens first and next in oral activities or readings. L4.4 Role play in response to stories read aloud.	L5.1 Order pictures of events according to sequential language. L5.2 Arrange objects or pictures according to descriptive oral discourse. L5.3 Identify pictures/realia associated with grade-level academic concepts from oral descriptions. L5.4 Make patterns from real objects or pictures based on detailed oral descriptions.	L E V E L 6 R E A C H I N G
Speaking	S1.1 Identify people or objects in illustrated short stories. S1.2 Repeat words and simple phrases. Answer yes/no questions. S1.4 Name classroom and everyday objects.	S2.1 Restate some facts from illustrated short stories. S2.2 Describe pictures, classroom objects or familiar people using simple phrases. S2.3 Answer questions with one or two words (ex: "Where is Sonia?"). S2.4 Complete phrases in rhymes, songs and chants.	S3.1 Retell short narrative stories through pictures. S3.2 Repeat sentences from rhymes and patterned stories. S3.3 Make predictions (ex: "What will happen next?"). S3.4 Answer Explicit questions from stories read aloud (ex: who, what or where).	S4.1 Retell narrative stories through pictures with emerging detail. S4.2 Sing repetitive songs and chants independently. S4.3 Compare attributes of real objects (ex: size, shape, colour). S4.4 Indicate spatial relations of real-life objects using phrases or short sentences.	S5.1 Tell original stories with emerging detail. S5.2 Explain situations (ex: involving feelings). S5.3 Offer personal opinions. S5.4 Express likes, dislikes, or preferences with reasons.	
Reading	R1.1 Match icons and symbols to corresponding pictures. R1.2 Identify name in print. R1.3 Find matching words or pictures. R1.4 Find labelled real-life classroom objects.	R2.1 Make examples of the same form of print. R2.2 Distinguish between same and different forms of print (ex: single letters and symbols). R2.3 Demonstrate concepts of print (ex: left to right movement, beginning/end, top/bottom of page). R2.4 Match labelled pictures to those in illustrated scenes.	R3.1 Use pictures to identify words. R3.2 Classify visuals according to labels or icons (ex: animals v. plants). R3.3 Demonstrate concepts of print (ex: title, author, illustrator). R3.4 Sort labelled pictures by attribute (ex: number, initial sound).	R4.1 Identify some high-frequency words in context. R4.2 Order a series of labelled pictures described orally to tell stories. R4.3 Match pictures to phrases/short sentences. R4.4 Classify labelled pictures by two attributes (ex: size and colour).	R5.1 Find school-related vocabulary items. R5.2 Differentiate between letters, words, and sentences. R5.3 String words together to make short sentences. R5.4 Indicate features of words, phrases or sentences that are the same and different.	
Writing	W1.1 Draw pictures and scribble. W1.2 Circle underline pictures, symbols and numbers. W1.3 Trace figures and letters. W1.4 Make symbols, figures or letters from models and realia (ex: straws, clay).	W2.1 Connect oral language to print (ex: language experience). W2.2 Reproduce letters, symbols, and numbers from models in context. W2.3 Copy icons of familiar environmental print. W2.4 Draw objects from models and label with letters.	W3.1 Communicate using letters, symbols and numbers in context. W3.2 Make illustrated "notes" and cards with distinct letter combinations. W3.3 Make connections between speech and writing. W3.4 Reproduce familiar words from labelled models or illustrations.	W4.1 Produce symbols and strings of letters associated with pictures. W4.2 Draw pictures and use words to tell a story. W4.3 Label familiar people and objects from models. W4.4 Produce familiar words/phrases from environmental print and illustrated text.	W5.1 Create content-based representations through pictures and words. W5.2 Make "story books" with drawings and words. W5.3 Produce words/phrases independently. W5.4 Relate everyday experiences using phrases/short sentences.	

[Arcadia-WIDA Can Do Descriptors Folder Link](#)

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