



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

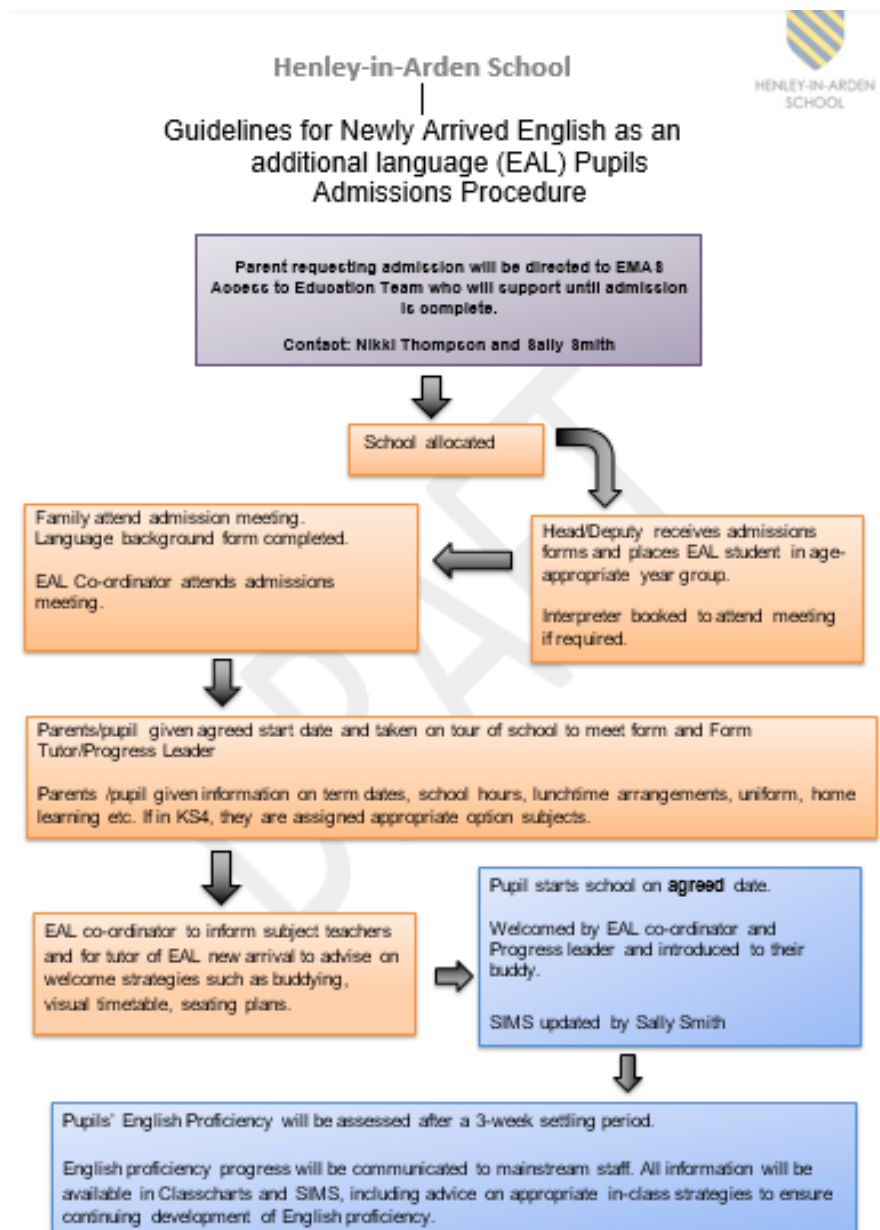
Name of Policy	EAL Policy	
Lead	Mrs H Stephens	
Governor Committee	T&L	
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Henley-in-Arden EAL Process Document

How do we identify EAL pupils?

In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019). We establish this through forms sent home to parents to fill in stating what language(s) are spoken at home.

What is the induction process for an EAL pupil at Henley?



What strategies are put in place to support EAL pupils?

Once an English Proficiency Assessment has been completed by the EAL co-ordinator with the EAL pupil, the EAL co-ordinator will put the pupil on the Bell Foundation Tracker. This generates specific strategies for each EAL learner depending on their level of English. The EAL co-ordinator will generate a report which is sent to staff which includes basic information about the pupil, their level of English, and strategies to support this pupil in lessons in reading, writing, speaking and listening.

An example of strategies given for one of our EAL pupils on their report:

In-class support strategies: Listening and Understanding <ul style="list-style-type: none">• Identify key vocabulary and language structures for Petro to pre-visit at home and encourage him to record language in both English and Ukrainian using a bilingual dictionary. Use key visuals to help his understanding.• Use active listening tasks (odd one out, true/false) to encourage Petro to listen out for key vocabulary/language structures• Build vocabulary by using pictures (copies of PPT slides) and visuals in lessons and eliciting key vocabulary from Petro during exploratory talk activities.
Speaking <ul style="list-style-type: none">• Target Petro for daily, simple differentiated questions offering him a choice of two alternative answers.• Sit Petro next to other students who are supportive language role models (groups of three work well for newly arrived pupils so they can listen to modelled exchanges and then, in turn, practice the new language).
Reading <ul style="list-style-type: none">• Check Petro's understanding of class texts by Using DARTs activities e.g. sorting activities, labelling, choosing, matching, gap-filling with/without visuals, cut-up text to re-sequence.• Read texts out loud, make audio recordings of PowerPoint slides so that Petro can hear modelled pronunciation of new vocabulary in context.• Encourage listening to audio books in English as this will help with pronunciation and intonation.• Petro is interested in non-fiction books. Oxford Read and Discover do an excellent series which focuses on reading for comprehension with comprehension exercises at the end of every short chapter.• Petro may benefit from a short intensive phonics session looking at different vowel sounds/blends. Consider the <i>Racing to Literacy</i> programme which is specifically designed for EAL learners.• Set up paired reading with a strong reader in his tutor group. He can do choral reading, copying the modelled reading of his partner, line by line. Imitating pronunciation, intonation and expression. His partner reader should be able to check Petro's understanding of texts they read.
Writing <ul style="list-style-type: none">• Initially allow Petro to write answers in Ukrainian and to translate using translation tools such as Microsoft Lens/Google translate• Provide visual support for any writing activity: pictures to label, storyboards to complete.• Use substitution tables, sentence starters, gap-fill, top and tail sentences to scaffold writing and speaking.• Encourage him to orally rehearse any sentence before writing it out.

How does Henley support staff in the teaching of EAL pupils?

- The EAL co-ordinator sends a report to all staff which outlines key strategies to support the specific EAL pupils in lessons. They also send PowerPoint slides to all staff with some extra key information about the EAL pupil and 5 key strategies staff should be using to support pupils. The PowerPoint is used as it reduces cognitive load for staff by simplifying the many strategies down into 5 or 6 key points.

6 strategies for in the classroom

1. Identify key vocabulary and language structures that the boys can pre-visit/translate in the lesson.
 2. Speaking: Target them with subject specific questions and give them multiple choice answers.
 3. Use active listening tasks (odd one out/true or false) to encourage them to engage with material.
 4. Help to build the subject specific vocabulary by using visuals (pictures/diagrams) on PowerPoint slides/handouts wherever possible. She could jot these down in a small vocabulary book/at the back of her subject book.
 5. Use collaborative activities as a way to encourage talk with peers. Activities to help scaffold this talk could be sorting/matching/sequencing activities.
 6. For written work, always provide model answers and build up to writing her own by doing gap fills, answering smaller questions which would build up to answering the larger question independently.
- The EAL co-ordinator makes staff aware that they are available for support with specific students should it be necessary. Staff are able to send future lessons to the EAL co-ordinator and they will suggest ways to adapt the resources to support the EAL pupil. The EAL co-ordinator will also conduct lesson observations if a member of staff is struggling with a particular EAL pupil and will then provide further advice on how to better support that pupil.
 - The EAL co-ordinator also conducts CPD trainings to all teaching staff where they will demonstrate useful strategies for supporting EAL pupils.
 - Staff are also provided with an EAL toolkit which contains a range of strategies to support an EAL pupil. This is something which staff can keep with them and refer to in their planning or live in lessons.