



EAL and RAL Policy

PERSON RESPONSIBLE: Head Teacher/Deputy head
Approved by: Governors of AZBUKA Foundation
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The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English /Russian is an additional language (EAL /RAL/ERAL).

English/Russian as an Additional Language (EAL/RAL/ERAL) Policy

1. Introduction

Azbuka School welcomes children from as diverse a range of backgrounds as possible in order to enrich our community. Over the past few years, we have welcomed a small number of children who have needed EAL/RAL or ERAL support. The EAL/RAL/ERAL Policy is reviewed annually by the headteacher as part of Azbuka School's monitoring and evaluation cycle.

2. Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English/Russian is an additional language (EAL/RAL). This is in line with the requirements of the Equality Act (2010).

3. Definition of a Russian-English Bilingual and 'EAL/RAL and ERAL'

An EAL/RAL/ERAL child is one whose first language is **not bilingual English/Russian**. A bilingually developed child is a child with **first language bilingual** development. These children can be either fully bilingual or those (in most cases) who are at different stages of learning English/Russian.

Russian-English bilingual child. These children can be those who:

- Being brought up in a bilingual households
- newly arrived children from abroad who speak, read or write both Russian and English, but with difference competency level
- children or young people from other countries, who may have been educated in an English or Russian medium or bilingual school abroad and are able to read and write fluently in two or more languages

- children who were born in the UK/Russia and were brought up speaking and understanding another language at home or in the community. They may now use English/Russian most of the time at home and school.

An **EAL** (English as an additional language), **RAL** (Russian as an additional language) or **ERAL** (Both English and Russian as additional languages) may be :

- A child who does not speak or read/write in either Russian or English or both.
- A child who is just “entering” Russian or English
- A child whose competence in one language is well beyond the second (Russian or English)

4. Admissions Policy

Azbuka School is an Independent, non-selective, co-educational, preparatory school. EAL/RAL applicants are subject to the same admissions procedures as other applicants. (Refer to Admissions Policy).

5. Identification

Pupils will be identified as EAL/RAL/ERAL via parent responses on the Registration Form before they join. Observations and baseline assessments will identify the level of the child’s language during their initial Reception year. Specific provision may be put in place to support the child in their learning.

In the lower grades (Nursery – Year 1 approx.) a bilingual immersion curriculum provides a natural scaffolding and learning environment for the child to learn both languages and/or catch up on the second language of the curriculum without extra intervention support.

If a child joins Azbuka School in an older year group (Year 2-Year 6 approx) the class teacher will liaise with either the Curriculum leaders to discuss appropriate strategies (see below section 8). The class teacher will also liaise with the parents, involving them in the decision making process, where appropriate. All relevant staff will be informed.

The EAL/RAL/ERAL Register is updated by the HT and is accessible to all staff.

6. The EAL/RAL proficiency stages

EAL/RAL pupils will be assessed against the five point scale of reading, writing and spoken language proficiency outlined below and make a ‘best fit’ judgement. In most cases, the class teacher will be able to use their overall knowledge of the child to give a best fit stage.

A: New to English/Russian

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English/Russian but may have minimal or no literacy in English/Russian or Russian. Needs a considerable amount of EAL/RAL support.

B: Early acquisition

May follow day-to-day social communication in English/Russian and participate in learning activities with support. Beginning to use spoken English/Russian for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary.

C: Developing competence

May participate in learning activities with increasing independence. Able to express self orally in English/Russian/Russian, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English/Russian. Requires ongoing EAL/RAL support to access the curriculum fully.

D: Competent

Oral English/Russian will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English/Russian may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English/Russian usage, and to develop abstract vocabulary. Needs some/occasional EAL/RAL support to access complex curriculum material and tasks.

E: Fluent

Can operate across the curriculum to the level of competence equivalent to that of a pupil who uses English/Russian as his/her first language. Operates without support across the curriculum.

N: Not yet assessed

Some consideration needs to be given to the age of the child and expected literacy competence of a monolingual child of a similar age. For children with EAL/RAL in Reception and KS1 who have not fully developed literacy in any language, the best fit judgement should be based on their oral competence and rate of progress in developing literacy as hardly any children in that phase of education would be expected to fit into the literacy statements of Codes D or E.5

7. Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English/Russian as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English/Russian.
- Teachers should be aware that an EAL/RAL/ERAL pupils' social language (normally acquired in around 2 years) may be much more advanced than their academic language which can take 7-10 years to reach the level of a native speaker.
- A clear distinction should be made between children with EAL/RAL/ERAL and children with Special Educational Needs and Disabilities.

8. Teaching and Learning for EAL/RAL/ERAL children – general strategies

- Class Planning is shared with support staff and where appropriate include differentiated activities and task matched to individual EAL/RAL pupils' needs.
- Intervention EAL/RAL teacher works with the class teacher and head of curriculum to ensure extra educational support in place (in separate group outside classroom, in class during lesson or after school support session).

Additional EAL/RAL curriculum/programme in place for beginners of English or Russian alongside immersion teaching within Azbuka ongoing topic.

- Lessons have clear learning objectives and appropriate support and resources ensure that all pupils are able to participate in lessons.
- Teachers review groupings and pairings regularly to ensure that EAL/RAL pupils have access to strong English/Russian language models. Teaching staff are also responsible for modelling correct English/Russian.
- Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
- Bridging planning strategies are in place to support learning during English or Russian part of the school day for those children who are competent in one, but just entering the other language of the curriculum.
- Children have regular opportunities to be involved in speaking and listening tasks within lessons. Children are encouraged to help with translation within the lesson to support their peers if needed.
- Additional visual support such as posters and pictures may be provided to aid understanding.
- Additional verbal support may be provided such as repetition, modelling and partner work.
- Scaffolded questioning is used to encourage EAL/RAL pupils to answer questions verbally.
- Reasonable steps are made to provide children with the opportunities to use their home language/s within school to support their multilingual development including the languages of the curriculum at Azbuka (English and Russian).
- Home work is differentiated for effective teaching and progress of the EAL/RAL/ERAL students.

The EAL/RAL teaching strategies and support by proficiency stages

A: New to English/Russian

- Pair with first language buddies to support understanding
- Use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities
- Use visual support e.g. props, objects and pictures
- Translate documents into home language.
- Plan for, teach and model vocabulary and language structures needed for topic, task and/or genre
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide scaffolding
- Teach key words and phrases for topics being covered in class
- Use Directed Activities Relating to Text (DARTs), for example:
 - o Sorting/matching/ spotting/sequencing activities – using graphic organisers
 - o Labelling – choosing/matching/writing
 - o Activities with missing words, phrases or sentences
 - o Cut up text/pictures for learner to re-sequence

B: Early acquisition

in addition to A:

- Teach/reinforce Who, What Where, When questions

- Scaffold writing activities using writing frames and substitution tables
- Ensure the learner has easy access during the day to books at his/her level of learning to read
- Provide exposure to well-known traditional tales and children's books
- Encourage the learner to predict when reading by eliciting what words could follow, or what happens next

C: Developing competence

In addition to B:

- Provide role-play opportunities to support understanding and use of intonation
- use other question forms such as did, do, could, etc. – and create opportunities for learners to form such questions
 - Expressing preferences: encourage conjunctions such as because, and comparatives, e.g. I like it because ... I prefer... better than...more than...
 - Teach language for agreeing and disagreeing: I think you're right about... I don't think so because... Maybe it's...
- Scaffold writing activities using writing frames, sentence starters
- Ensure the learner has access to, and is encouraged to, use an English dictionary and thesaurus

D: Competent

In addition to C:

- Create regular opportunities for the learner to answer more complex questions in terms of language structure and thinking: What do you think about ...? How do you know ...? Why does/did ...?
- Draw attention to figurative language and idioms quickly, rephrasing where necessary
- Provide plenty of 'talk for writing' activities - see curriculum leader for help
- provide scaffolding, for example:
 - Comparing: comparatives (bigger) and superlatives (the biggest), ... is more/less... than...
 - Hypothesising: modal verbs, e.g. may, might, could, would, should
 - Justifying: I think... because..., This one must be in the wrong place because...
- Identify root words and suffixes, including suffixes that change the part of speech, e.g. suffixes that form adjectives from verbs (enjoyable, helpful)

E: Fluent

Operates without support across the curriculum.

9. Planning, Monitoring and Evaluation

- The class teachers and specialist teachers are aware of the EAL/RAL pupils they teach and plan appropriately.
- Through observations and assessments, staff monitor how an EAL/RAL pupil's language is developing and notify the curriculum leaders if they have any concerns.
- Observations of specific EAL/RAL pupils are carried out by the curriculum leaders. This may result in recommendations of additional strategies that could be used to support the EAL/RAL student in class.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

10. Special Educational Needs and Gifted and Talented Pupils

- Most EAL/RAL pupils who need additional support do not have SEN

- Should a SEN be identified, EAL/RAL pupils have equal access to the school's SEN provision.
- If EAL/RAL pupils are identified as Gifted and Talented, they have equal access to the school provision.

11. Parental/Community Involvement

We provide a welcoming admissions process for the induction of new pupils and their families/carers. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL/RAL pupils.

12. Staff Development

Staff will be able to undertake professional development to ensure that provision for EAL/RAL pupils is appropriately delivered.

13. Concerns/Complaints/Further Advice

Any concerns regarding the EAL/RAL Policy or the provision made for children with EAL/RAL should be addressed to the class teacher. If they are still not satisfied they should make an appointment to see the relevant curriculum leader and subsequently the Head teacher