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| Slide 1 | **Title slide** |
| Slide 2 | **The importance of developing an EAL Policy**  1. EAL is not a minority issue either in UK or internationally. Numbers speak for themselves! EAL numbers in the UK continue to rise (in line with an overall increase in pupil numbers).  2. Variations in the EAL demographic mean that schools can’t expect quick fix/off the peg solutions. Bilingualism is an asset: many EAL/bilingual children do very well academically (often better than monolingual peers) **but** aggregation is deceptive. In the UK some pupil groups and isolated EAL pupils are particularly vulnerable to underachievement. Internationally complex implications/impact on native pupils when medium of instruction is English, not the local language.  3. Research shows no negative impact on monolingual pupils of EAL pupils in school. Can’t prove positive causation (yet!) but strong contextual correlation. However subtractive bilingualism (loss of first language) more common than simultaneous bilingualism (equal development) by the time pupils leave school. This is a lost opportunity. |
| Slide 3 | **An EAL Policy is an opportunity to engage in an evaluative process of enquiry**  True for **all** school policies – the document ratified by governors which sits on the school website should never be the full story.  A school policy is an opportunity to ask challenging questions, evaluate, find out a bit more, check the current research and strengthen what is in place. Important to make sure that what is written on paper both captures the reality of EAL provision in your context **and** informs/influences best practice developments.  If you have had a chance to look at the [template and guidance I have done for Optimus](http://my.optimus-education.com/eal-model-policy) you will see that the content of the policy is largely determined by the context and the policy underpinned by questions and investigative actions.  I suggest you establish key principles and keep the framework as a working document, preferably with collegiate involvement, for example an EAL Policy working group formed of SLT, EAL specialists and subject specialist ‘champions’. |
| Slide 4 | **EAL Policy at the heart of your school**  This slide shows one diagrammatic way to exemplify the school environment for planning purposes:   * whole school/leadership – people and places and processes * classroom/teacher/practitioner – people and places and processes * pupil/family/community/extra curricular – people and places and processes.   The most effective way to review EAL provision and ensure a policy is fit for purpose is to position your EAL Learners at the centre of school planning. Identify discrete provision which needs to be in place and links to other policies where EAL needs explicit referencing. EAL provision isn’t effective if it’s in a silo, particularly if dependent on one person in school who may not have much status, contact or leverage with other colleagues. Needs to be joined up.  Important to identify external partnerships and working protocols, for example with local Supplementary Schools, translation services, community groups.  SEND: EAL is not a special need ... but some EAL learners will have special needs in the same proportion as the monolingual population. Policy needs to capture school’s principles and practice for identification and provision.  Inclusion: Academic, Social and Language learning all need to be developed in balance for EAL learner best outcomes. Language develops best in real, socially integrated, contexts. Policy needs to establish principles and overview for extra curricular provision and how uptake is monitored.  Safeguarding: Policy needs to take account of possible language and cultural challenges when dealing with child protection issues – and provide solutions.  Assessment (monitoring/tracking): Policy needs to explain what the school has in place for tracking the development of English fluency, particularly subject specific fluency, and how it is tracked.  Transition and Admissions: EAL new arrivals are often casual admissions. What do schools have in place for information gathering and profiling at all times of transition and personalised, strategic induction for new arrivals, depending on need.  EAL Policy needs to make explicit who has the overview of all these links and how they should be evaluated/updated – i.e. overall ownership of and accountability for EAL learners.  It also needs to identify the staffing structure and timetabling of colleagues who ‘teach EAL’ and what that means in practice. |
| Slide 5 | **EAL Policy: values and vision**  This is the central conversation. It might be challenging!  EAL Policies usually celebrate diversity and multilingualism - is that ethos visible in school provision beyond welcome signs in Reception?  Things that teachers say ...  *They should speak English at home.*  *I have to translate everything.*  *She could speak but she just doesn’t want to.*  Individual understanding and attitudes to multilingualism and possible language hierarchy prejudice is going to have implications for teacher practice and demeanour.  No easy answers if hostility and prejudice encountered but nettle must be grasped if EAL Policy to be meaningful.  The quality of information provided about bilingualism and language development and time to consider real children and their narratives is usually a good starting point. Also practical support to alleviate challenges and fears. How could the whole school community and its linguistic resources help? |
| Slide 6 | **EAL Policy: What about first language/s ?**  Very few schools have an explicit research informed policy for use of First Language/s in school.  Teachers construct their own in the absence of guidelines. This can be positive and negative - see above. Unlikely to be consistent.  Practical suggestions for first language use are [available at Optimus Education](http://my.optimus-education.com/eal-teaching-using-pupils-first-language-mainstream-classroom). |
| Slide 7 | **EAL Policy: What do we know about our EAL pupils?**  The EAL Register is at the heart of effective strategic provision. Schools shouldn’t rely on SIMs headings for the Census return. The National Database is a very insecure data source.  Read [Steve Strand research report](https://www.unboundphilanthropy.org/sites/default/files/EAL_and_educational_achievement2_0.pdf) for additional information.  As a minimum the EAL Policy needs to be clear about:   * what information is collected for an EAL Profile, including how other languages/literacies/prior knowledge are recorded * what information is shared with teachers to inform their planning * where fluency in English is recorded/updated * how English language learning targets are established/updated.   Yes/no identification of EAL is never sufficient.  This is a good place in the Policy to link to the local context (stable or changing) and EAL pupil demographic in relation to the school, its community and region. |
| Slide 9 | **EAL Policy: Consistent EAL aware pedagogy**  The previous conversations will put the school in a good position to move forward with this. Peer observations, pupil trail, immersion experience are all helpful actions to capture best practice and develop better in ways which are manageable for teachers.  EAL Policy needs to factor in range of staff experience and turnover, along with response to changing pupil demographics. It is likely to link closely with the CPD policy and identify how/where teachers access bespoke, subject specific support and resources so they can put principles of EAL pedagogy into practice.  Language aware teaching to develop English fluency is challenging if your own grammatical knowledge is not secure in relation to your subject knowledge. For example, can your maths teachers look at an exam question and notice the verb forms children need to know? Any annotated exempla to help? Partnership teaching? Co-planning?  Policy needs to clarify:   * which strategic, time limited/outcome focused interventions and additional support for children are possible in school context and staffing * how these are prioritised and accessed * what ongoing sources of support of provided e.g. homework club. |
| Slide 10 | EAL Policy: further reading and links   * **EAL Mesh Guide** <http://www.meshguides.org/guides/node/112> * **NALDIC** [http://www.naldic.org.uk](http://www.naldic.org.uk/) * **EAL Nexus**  [https://eal.britishcouncil.org](https://eal.britishcouncil.org/) * **Professor Steve Strand** <https://www.unboundphilanthropy.org/sites/default/files/EAL_and_educational_achievement2_0.pdf> * **The Collaborative Learning Project** [http://www.collaborativelearning.org](http://www.collaborativelearning.org/) * **The Multilingual Creativity Hub** [http://www.multilingualcreativity.org.uk](http://www.multilingualcreativity.org.uk/) * **The National Resource Centre for Supplementary Education** <http://www.supplementaryeducation.org.uk/supplementary-education-the-nrc> * **EAL model policy** <http://my.optimus-education.com/eal-model-policy> |