

## A brief summary of Government policy in relation to EAL Learners

<b>English as an Additional Language</b>	Date last updated: 15 February 2012
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### HEADLINES

- Local Authorities have a legal duty to ensure that education is available for all children of compulsory school age that is appropriate to their age, ability, aptitudes and any special educational needs they may have. This duty applies irrespective of a child's immigration status, country of origin or rights of residence in a particular area.
- The Coalition Government's priority for children learning English as an Additional Language (EAL) is to promote rapid language acquisition and include them in mainstream education as quickly as possible.
- Pupils learning EAL are generally taught in the mainstream class alongside their peers. Newly arrived pupils are usually given additional help in learning English by specialist teachers or by bilingual classroom assistants. At both primary and secondary level, EAL teachers or advisers work in collaboration with classroom teachers to plan lessons and teaching materials. Classroom teachers have responsibility for ensuring that pupils can participate in lessons. Where appropriate, schools may also set up small group withdrawal classes to provide more focused support.
- In 1999, the Ethnic Minority Achievement Grant (EMAG) was set up to help narrow achievement gaps for Black and minority ethnic pupils and cover some of the costs of additional support needed for bilingual learners. The EMAG (which currently stands at just over £201m) was mainstreamed into the wider Dedicated Schools Grant from April 2011, giving schools greater freedom over how the grant is spent and allowing them to respond more flexibly to local needs. Where Schools Forums wish it, some or all of the money may be retained at Local Authority level to provide centralised support for EAL and Black and Minority Ethnic achievement. Local authorities also have the freedom to target funding to EAL pupils through their local funding formulae.
- Funding of £201m for ethnic minority and EAL achievement will continue into 2012-13. Looking further ahead, as part of the [school funding consultation](#), respondents were asked to say whether they felt that EAL learners should attract additional funding in the new School Funding Formula – and, if so, for how many years. The consultation closed on October 11, 2011 and we are awaiting the outcome.
- To help schools address the needs of learners of EAL, a range of

materials have been provided to schools and Local Authorities in recent years. Many of these materials remain available via the Department's website and provide advice, guidance and examples of good practice covering all stages of compulsory education, from the Early Years Foundation Stage right through to secondary education. A key principle underpinning the guidance is that all newly-arrived bilingual learners have a right of access to the National Curriculum, and that provision for newly arrived EAL learners is not separate but integrated into all subject areas.

- Learners of EAL make the best progress within a whole-school context where pupils are educated with their peers. Children and young people learn best when they feel secure and valued - schools should focus on the positive contributions made by new arrivals and mobile pupils. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills.

## **BACKGROUND**

- We are moving to a position where schools will lead the way in driving up the attainment of their underperforming groups. Ofsted are piloting a new accountability framework in which attainment gaps are rapidly reduced and schools are held accountable for the progress and success of all their pupils. This means that schools will need to consider the data on all groups and individuals (including attainment, progression, behaviour and attendance), with a particular emphasis on how well gaps are narrowing between the performance of different groups of pupils in the school and compared to pupils nationally.
- There is no single 'silver bullet' intervention that demonstrably achieves the best possible results for every child but evidence shows that schools are independently important for narrowing attainment gaps. That is why we are freeing schools to develop local solutions to local issues.
- Each year a small number of pupils' results may be discounted from a school's results at the end of Key Stage 2 and Key Stage 4 prior to the publication of the Achievement and Attainment Tables. Schools have an opportunity to do this during the annual Tables checking exercise. These will be pupils who have recently arrived from overseas with little or no English. To be eligible, a pupil must meet all three of the following DfE criteria:
  - they were admitted to an English school for the first time during the 2009/10 or 2010/11 school year (considerations can be made where a pupil has been placed at another school for an interim period while awaiting immigration status);
  - they arrived from overseas prior to their admission
  - their first language is not English.

Dialects of English such as Patois or Krio will not be accepted as a language other than English. Similarly, requests in respect of pupils

from countries with an English language-based education system, such as Jamaica, will not be accepted. Schools should be specific about the country of origin and language. We will not accept 'Africa' or 'unknown' as a country of origin.

- A request to have a pupil discounted from the school's Achievement and Attainment Tables will affect the results of all pupils taking the tests at a school. If an omission is granted, it will affect both English and mathematics. Omissions will not be granted for an individual subject.
- Bilingualism confers intellectual advantages - once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English. Children learning EAL are as able as any other children, and the learning experiences planned for them should be no less cognitively challenging. Developing partnerships with parents, carers and communities is essential if children are to achieve their potential.
- The Government has remitted TDA to set up a network of Initial Teacher Training Institutions and to work with them on enhancing their EAL curriculum for trainee teachers. As well as initial audit and advice visit to the network, TDA have rung three CPD events for ITT providers.
- Members of the ITT EAL network were invited to bid for funds to work directly with a small number of schools to identify and tackle an EAL issue, share what they have learned together with other schools / ITT providers and build better relationships between ITT providers and local schools which have significant EAL needs. The chosen schools and providers are due to meet with TDA for an initial briefing at the end of February 2012.

## KEY FACTS

- In the January 2011 school census, data showed that the proportion of pupils reported as not having English as a first language **increased this year**, continuing the recent trend. In state-funded primary schools the proportion rose from 16.0% to 16.8%, in state-funded secondary schools the proportion rose from 11.6% to 12.3%. This small rise follows the trend we have seen in previous years as new arrivals tend to be young migrant workers with families.
- Learners of EAL have, on average, lower levels of attainment than pupils whose first language is English.
- At Key Stage 1 in 2011 the percentage of EAL learners reaching expected levels in reading rose to 82% (up from 80.6% in 2010). In writing, the percentage of EAL pupils reaching expected levels rose to 78% (up from 75.7 percent in 2010). In mathematics, the percentage of EAL learners reaching expected levels rose to 86% (up from 85.5% in 2010). In science, the percentage of EAL learners reaching expected levels remained at 82 percent this year.

- At Key Stage 1, between 2006 and 2011, the percentage of EAL learners reaching the expected levels has increased from 77.6 per cent to 82 per cent in reading; from 74.2 per cent to 78 per cent in Writing; and from 84.9 per cent to 86 per cent in Maths
- At Key Stage 2 in 2011 the percentage of EAL learners reaching the expected levels in English and maths combined rose by 0.9 percentage points to 70 percent (compared with 75% for all pupils). Between 2006 and 2011 the percentage of EAL pupils reaching the expected level in English and Maths combined has increased from 61.9 to 70 percent. This represents an increase over the period of 8.1 percentage points.
  - At Key Stage 4, pupils whose first language was English performed **better** than EAL learners, **58.5%** of pupils with English as their first language achieved 5 or more A\*-C grade GCSEs or equivalent including English and mathematics compared to **55.8%** of EAL learners.
  - EAL learners performed slightly better than their peers however, when looking at the proportion achieving 5 or more A\*-C grades at GCSE or equivalent. **80.8%** of EAL learners achieved 5 or more A\*-C grade GCSEs or equivalent compared to **80.4%** of non-EAL learners.

### **Languages are most commonly spoken by learners of EAL**

Main languages reported, other than English, include: Punjabi (1.7 per cent); Urdu (1.6 per cent); Bengali (1.3 per cent); Polish (0.7 per cent); Gujarati (0.6 per cent); Somali (0.7 per cent) and Arabic (0.5 per cent). For 0.2 per cent of pupils, no language was specified. (School Census January 2011)

### **Community cohesion / integration**

#### Community cohesion

- The Government believes that promoting tolerance and building harmonious communities is important.
- Encouraging young people to learn about different people's cultures can help them to understand better the community in which they live and to become good citizens.
- Publicly-funded schools remain under a statutory duty to promote community cohesion. It is for schools themselves to decide how to fulfil this duty in the light of their local circumstances.
- While Ofsted is no longer required specifically to report on schools' contribution to community cohesion, the new inspection framework includes a stronger focus on teaching and learning and a continuing focus on provision for pupils' spiritual, moral, social and cultural development. This will enable inspectors to identify inappropriate practice, including the promotion of messages that undermine community cohesion.

## Background

The duty on the governing bodies of maintained schools to promote community cohesion was introduced in the Education and Inspections Act 2006 and came into effect in September 2007. A comparable duty is placed on Academies, including Free Schools, through their funding agreements.

The 2006 Act also included a duty on Ofsted to report on schools' contribution to community cohesion. The school's contribution to community cohesion was one of the judgments recorded in individual Ofsted reports and HMCI's annual report included summary data on the proportions of schools nationally in each grade for their contribution. The duty on Ofsted was repealed by the Education Act 2011

## **Teaching of mother tongue and culture from countries of origin**

The Government recognises the benefits that derive from the maintenance of ethnic minority linguistic and cultural traditions, but believes the main responsibility for maintaining mother tongue rests with the ethnic minority community themselves. We believe that English should be the medium of instruction in schools.

## Annex A: Census data

### STATE-FUNDED PRIMARY (1)(2), SECONDARY (1)(3) AND SPECIAL SCHOOLS (4), AND PUPIL REFERRAL UNITS: NUMBER AND PERCENTAGE OF PUPILS BY FIRST LANGUAGE (5)

January 2011

England

	State-funded primary schools (1)(2)		State-funded secondary schools (1)(3)		Special schools (4)		Pupil Referral Units	
	Number of pupils	% of pupils (6)	Number of pupils	% of pupils (6)	Number of pupils	% of pupils (6)	Number of pupils	% of pupils (6)
First language is known or believed to be other than English	547,030	16.8	399,550	12.3	10,025	11.4	885	6.3
First language is known or believed to be English	2,704,060	83.0	2,846,615	87.4	77,720	88.4	13,030	92.8
Unclassified (7)	4,920	0.2	12,645	0.4	205	0.2	130	0.9
<b>Total (8)</b>	<b>3,256,015</b>	<b>100.0</b>	<b>3,258,805</b>	<b>100.0</b>	<b>87,950</b>	<b>100.0</b>	<b>14,045</b>	<b>100</b>

Source: School Census  
Jan 2011

1. Includes middle schools as deemed.
3. Includes city technology colleges and secondary academies.
4. Includes maintained and non-maintained special schools. Excludes general hospital schools.
5. Pupils of compulsory school age and above were classified by first language. Includes pupils who are sole or dual main registrations. In Pupil Referral Units includes pupils registered with other providers and further education colleges.
6. The number of pupils by their first language expressed as a percentage of the number of pupils of compulsory school age and above.
7. Information was not sought or refused or pending classification.
8. All pupils of compulsory school age and above.

*Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 5.*