



English as an Additional Language (EAL) Policy

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Date Ratified by Governors: October 2017

Date due for renewal: October 2019

English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during Languages Week)

Strategies

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. A bilingual translation dictionary and 10% extra time in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Safety

NB Staff must be aware that students with little or no spoken English must have all safety precautions demonstrated clearly. This will apply to particularly to subjects with practical activities (Technology, Science, PE and trips and visits (road safety, meeting times and places etc)

Assessment

- School Registration form identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed school procedures. EAL learners are assessed against the same criteria as their monolingual peers, to enable accurate comparison of their relative progress and attainment. This includes universal assessments as well as ongoing interim assessments.
- In addition new DfE census (2016) requests EAL learners to be assessed annually for "Proficiency in English"

Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.
- Most EAL learners needing additional support do not have SEN.
- Should SEN be identified, EAL learners have equal access to the school's SEN provision.
- If EAL learners are identified as Highly Achieving, they have equal access to the school's More Able provision

Responsibilities

Registrar obtains, collates and distributes to the SENCo, Year Leader and EAL co-ordinator information on new pupils with EAL.

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

Individual children joining thereafter have data collected on arrival as part of induction process.

The Headteacher ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

EAL Co-ordinator

- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work. Provide a Pupil Passport and/or Learning Plan where appropriate.
- Monitor standards of teaching and learning of pupils with EAL
- Report to the SENCo on the effectiveness of the above and the progress of pupils
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCo

Class/subject teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Monitoring and Review

This policy document will be monitored by the SENCo and the EAL Coordinator, in liaison with the Headteacher. The policy will be reviewed annually during the annual Curriculum Review Week each May when the school undertakes school improvement planning.