

English as an Additional Language (EAL) Policy

The term EAL is used when referring to students 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 students 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 Equality Act 2010.

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To help EAL students 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 students with EAL and to give appropriate provision throughout the school
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain students' 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 student's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that students with English as an additional language will need more time to process and answer both orally and in written format
- Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow students to use their mother tongue to explore concepts

- Give newly arrived 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 students 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

Assessment

The school registration form identifies students where English is their second language. We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support

All students will follow the full school curriculum. The school will provide texts and resources that suit the students' ages and levels of learning.

Where appropriate, EAL students will be supported by a Learning Mentor in the classroom to enable the student to complete tasks with understanding.

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.

Responsibilities

The School Leader will obtain, collate and distribute the following information to the School Principal:-

Language(s) spoken at home

From the previous school, information on level of English studied/used

The School Principal ensures that:

All involved in teaching EAL learners liaise regularly

Parents/carers and staff are aware of the school's policy on students with EAL

Relevant information on students with EAL reaches all staff

Training in planning, teaching and assessing of EAL learners is available to staff

Targets for students learning EAL are set and met

The effectiveness of the teaching of students with EAL is monitored and assessed regularly

An EAL support mentor is put in place for each student

The School Principal will:

Oversee initial assessment of students' standard of English as necessary

Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate in conjunction with the SENCo.

Monitor standards of teaching and learning of students with EAL

Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCo

Class/subject teacher will:

Be knowledgeable about students' abilities and needs in English and other subjects

Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and student grouping

Monitoring and Review

This policy document will be monitored by the School Principal in liaison with the School Leader. The policy will be reviewed annually during the annual curriculum review.

Review Date: September 2021