ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

INTRODUCTION

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the Schools' 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

- To give all pupils the opportunity to overcome any barrier to learning and assessment
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- 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 identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English
- To encourage and enable parental support in improving children's attainment

OBJECTIVES

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- 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.

STRATEGIES

While each individual school may have their own procedures the following guidelines are relevant to all the Thomas's Schools.

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the pupil's home language; boost the pupil's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a pupil appears orally fluent.

Assessment

- The Registrar flags any pupil with EAL on joining the school
- The pupil's competence in English in relation to the NC standards and expectations is assessed by the EAL Co-ordinator or class teacher within the pupil's first four weeks in school, using school specific steps in Listening and Understanding, Speaking, Reading and Writing. *(See also, QCA doc 'A language in common: Assessing English as an additional language')*
- A provision map for EAL Level 1 and 2 pupils details class management strategies and the support put in place.

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
- EAL pupils will be supported through various means of differentiation within lessons. If necessary, additional support will be provided by a Teaching Assistant or other adult, either within lessons, outside of lessons or through withdrawal from lessons.
- Where necessary, for older pupils 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.

Teaching and Learning

Teachers will help pupils learning English as an additional language in a variety of ways:

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their home language to explore concepts
- Give newly arrived young pupils time to absorb English
- Group children in the class 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

- Provide a range of reading materials that highlight the different ways in which English is used
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another

Early Years
In the Reception classes, the curriculum helps pupils learning English as an additional language by:
- building on the child's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- where possible, providing bilingual support to extend vocabulary
- where possible, providing a variety of writing in the child's home language as well as in English
- where possible, providing opportunities for children to hear their home languages as well as English

ROLES AND RESPONSIBILITIES

Registrar
- To obtain, collate and distribute to information on new pupils with EAL to members of staff as appropriate, including:
  - language(s) spoken at home
  - from the previous school, information on level of English studied/used
  - details of curriculum at previous school

EAL Co-ordinator
- To oversee initial assessment of pupils' standard of English
- To give guidance and support in using the assessment to set targets and plan appropriate work
- To ensure that relevant information on pupils with EAL reaches all staff
- To ensure that all involved in teaching EAL learners liaise regularly
- To monitor standards of teaching and learning of pupils with EAL
- To report to the Head on the effectiveness of the above and the progress of pupils
- To monitor progress and identify learning difficulties that may be masked by EAL.
- To ensure that parents and staff are aware of the school's policy on pupils with EAL
- To establish training in planning, teaching and assessing EAL learners for all staff
- To ensure that challenging targets for pupils with EAL are set and met

Class/subject teacher
- To be knowledgeable about pupils' abilities and needs in English and other subjects
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

- To alert the EAL Co-ordinator of any EAL concerns in their specific class

See also: Inclusion Policy

This policy will be reviewed annually			
Latest Review: April 2017	By:	Joanna Copland, Vice Principal	Changes made
Next Review: April 2018	By:	Joanna Copland, Vice Principal	