



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Introduction

The term EAL is used when referring to students whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL students.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To implement school wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of students 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 students with EAL.
- 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.

Strategies

School / pClass Ethos

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the students 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.

Teaching and Learning

- Assess the student's competence in English in relation to the NC standards and expectations as soon as possible with support from the SAL therapists as appropriate.
- Show differentiated work for EAL students in planning.

- Have high expectations; expect students to contribute and give you more than one word answers.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.
- Recognise that EAL students need more time to process answers.
- Allow students 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 are beginning to understand more English than they used to – 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.

Responsibilities

Family Liaison Officer

To obtain, collate and distribute information on new students with EAL. This includes;

- Language spoken at home.
- Information from the previous school with regards to level of English studied/used.
- Details of curriculum at previous school.

Deputy Headteacher - Quality of Education

To ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents 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 EAL learners is available to staff.
- Challenging targets for students learning EAL are set and met.
- The effectiveness of the teaching of students with EAL is monitored and data is monitored via PPM’s and observations.
- Oversee initial assessment of students’ standard of English.
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an individual learning plan for each student if appropriate).
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of students with EAL.
- Liaise with parents and carers.
- Support the students language development both in class and by withdrawal (for 1-1 work) as appropriate and indicated on their pupil passports.
- Report to the Headteacher on the effectiveness of the above and the progress of students within the PPM.

Class/Subject Teaches

- Be knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and student grouping.