



EAL policy

June 2022

English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to pupils where the first language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs of EAL pupils, celebrating their skills 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 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 learning EAL and to make appropriate provision throughout the School.
- To monitor pupils' progress, 'using EAL specific descriptors' as required
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages .

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 'first language'; boost the child's self-esteem.
- This process can be started at a Pre-Admissions meeting and encouraging change to 'encourage' them to transfer their knowledge, skills and understanding from one language to another.

- Recognise that pupils learning English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in tests 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 first language to explore concepts.
- Encouraging further development of the first language through discussion with parents
- Give 'Early-stage' EAL learners' time to absorb English (there may be a 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained). Providing effective teacher/peer models of spoken and written language, giving pupils opportunities to absorb receptive language before being required to produce language.
- Paying attention to grouping strategies by selecting mixed ability groupings that provide EAL pupils with good models of speaking, reading and writing.
- 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 is 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

- School Registration form identifies pupils where English is not the first language.
- Staff carry out on-going recording of attainment and progress in line with agreed school procedures.

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 appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil 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 needs.

Foundation Stage

In the EYFS pupils learn English as an additional language by:

- Building on children'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.
- Providing support to extend vocabulary.
- Providing a variety of writing in the children's home language as well as in English, where pupils have first language literacy.
- Providing opportunities for children to hear their home languages as well as English and as appropriate.

Responsibilities

Deputy Headteacher is responsible for inputting the following information onto SIMS:

- Language(s) spoken at home.
- From the previous school: information on level of English studied/used.

Headteacher ensures that:

- All those 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 and/or Deputy HT
- Training in planning, teaching and assessing of EAL learners is available to staff
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly.

Head Teacher and Deputy Head Teacher (In charge of EAL from October 2019) will oversee EAL admissions meetings with the families of EAL learners.

- Initial assessment of pupils' standard of English to be evaluated as necessary.

EAL Co-ordinator to:

- Give guidance and support to set targets and plan appropriate work.
- Monitor standards of teaching and learning of pupils with EAL.
- Report to deputy head 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 teacher

- Be knowledgeable about pupils' language and education background and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and 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 every two years.