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 Academy'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 academy meets 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 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.

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.

- 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 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

Assessment

- School Admissions form identifies pupils where English is their second language

- We aim to begin a baseline assessment of new pupils within 3 weeks of entry into school.

- We 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 Academy will provide texts and resources that suit the pupils' ages and levels of learning.

- Resources and signage where possible will be provided in the pupils own language.

- Where appropriate, EAL pupils will be supported in the classroom to enable the pupil to complete tasks with understanding.

- Where necessary, withdrawal support will take place for a set period of time to address specific language or learning focus.

- The Academy will provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

- Providing opportunities for children to hear their home languages as well as English as appropriate/possible.

Responsibilities

Assistant Principal for Inclusion 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

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

- 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

- Provides initial support for new to English pupils through the EALIP programme.

Monitoring and Review

This policy document will be monitored by the Assistant Principal for Inclusion, in liaison with the Principal. The policy will be reviewed as need and statutory legislation requires.

Reviewed Annually