

English as an Additional Language Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 29th April 2020

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Next review due by: 29th April 2021

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential and to support the requirement to eliminate discrimination in the provision of education.

This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to our school.
- To implement whole school strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip all staff 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 to inform planning and target setting.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue.
- Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all staff.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teaching staff will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their planning and teaching.
- Spoken and written communication between the pupil, school and home will be positive and appropriate, including the use of students' home languages, to ensure that parents are fully aware of pupil progress.
- Staff learning of home languages will be encouraged and facilitated.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, our staff will:

- Assess the pupil's fluency level and attainment levels using appropriate methods
- Differentiate work for EAL pupils
- Use a range of bespoke resources to support learning
- Provide individualised teaching of the English language
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- Have high expectations, expect pupils to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- Recognise that EAL pupils may need more time to process answers and to complete extended work
- Allow pupils to use their mother tongue to explore concepts when appropriate
- Give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- Use collaborative learning techniques