

English as an Additional Language (EAL) Policy

Rationale:

We believe that language is central to learning. Being able to communicate and feel competent in one's own language/languages provides a platform for learning another.

We recognise that variety of language and cultural heritage brings a rich resource to the life of the school. We also recognise the school's responsibility to provide access and opportunity for the students with English as an Additional Language.

Aims:

- To ensure that all students who have English as an additional language have access to the full National Curriculum and give them an equal opportunity to realise their full academic potential.
- To help them to achieve a command of English language skills necessary for effective communication and learning.
- To ensure that all staff recognise their responsibility to support the language development of EAL students.
- To recognise that learning an additional language may present a challenge to curriculum access but must not be confused with learning difficulties.
- To recognise that students will continue to need support with subject specific and academic language for longer than the two years it normally takes to become proficient in the social focus of English.
- To foster a supportive atmosphere that gives recognition to the students' skills as bi-lingual learners.
- To provide appropriate assessment, monitoring and support for EAL learners within the context of raising the achievement of all students.
- To ensure that all staff have high expectations of EAL students.

Developing an effective curriculum for raising the achievement of students with English as an Additional Language.

This will include:

- recognising that good Quality First Teaching strategies are likely to support effective language development in the curriculum. We should:
 - Integrate EAL learners into whole-class teaching as frequently as possible
 - Capitalise on the fluent English speakers in the classroom to provide models of language use and act as partners for interaction and practice of spoken English. This means that pair/group tasks based on discussion and problem solving with clearly defined outcomes are helpful activities.
 - Provide visual support to aid understanding, and guides for producing spoken and written language in the forms of pictures, diagrams, oral rehearsal, planning frameworks and writing frames.
 - When introducing key vocabulary, ensure it is manageable, relevant to the current topic and includes common words which will help EAL learners to express themselves, as well as subject specific words. Focus on meaning rather than spelling.

- Explicit explanation and correction of errors in students' use of English will help them to improve. (E.g. why we use a particular grammatical construction, or prefer one word over another in a particular context.)
 - Encourage use of strategies which are likely to lead to independent learners.
- monitor/analyse, by ethnicity and EAL, all school data such as assessment data, intervention, attendance, highly achieving, memberships of clubs and societies
 - planning appropriate groupings according to linguistic, social, and academic needs, using a range of criteria.
 - staff should maintain high expectations of students and there should be a policy of placing them in teaching groups which match their cognitive ability rather than their current level of proficiency in English
 - having clear guidelines on admission & induction of new EAL arrivals, specifying the information to be gathered from parents, how new students will be helped to feel valued members of the school and the responsibilities to be taken by members of staff – see Appendix 1
 - effective tracking of students with EAL using the academy tracker – see Appendix 2
 - building partnerships where EAL specialists, class teachers, TAs and bilingual support staff can work together |
 - developing all teachers' and support staffs' expertise in working effectively in the multilingual classroom
 - celebration of language and cultural achievements across the curriculum, reflecting cultural diversity through displays, assemblies, curriculum enhancement days and celebrating religious festivals
 - opportunities for students to speak and listen to each other
 - equality of opportunity with a view to developing attitudes which prevent and challenge racism
 - liaison with SENDCO in identifying programmes to support students with delayed language development and to support continuing language development needs
 - inclusion of EAL students within the school's target setting framework with individual targets set to reflect student's language as well as curricular needs
 - monitor/analyse, by ethnicity and EAL, attendance at consultation evenings, SATs evenings and similar open – invitation events for parents and seek parents' views on how these might be improved
 - being very cautious of equating EAL with SEND

An effective personal, social and cultural curriculum for EAL achievement will include:

- valuing parents as partners with schools in the education of their children
- actively seeking community participation in the life of the school, such as encouraging visits from professionals within the community

- facilitating communication between school and home by providing translation/ interpretation/where needed

Resources:

The school will:

- Ensure that the allocation of support staff is based on the needs of EAL students within the whole school context of achievement
- Provide regular training for all staff to reflect the needs of EAL learners
- Ensure that support is flexible in order to respond to changing needs of students and any new entrants during the school year
- Ensure that classroom, library and display resources not only enable all students to access the curriculum but also reflect the linguistic and cultural diversity of the school and the wider community
- Liaise with lower/upper/primary/secondary schools to facilitate the transfer of information about the language development and support needs of EAL students

Outcomes:

- Through greater knowledge and appreciation of each other's language and culture, all members of the school are able to identify and challenge racism, prejudice, intolerance and discrimination
- Students are confident users of English and value their first language. The achievement of all students is raised and EAL students are able to achieve their full potential
- Parents and the wider community are enabled to make a full contribution to the life of the school

Monitoring and Evaluation:

The policy will be monitored regularly by:

- The Achievement Leader
- The Governing Body

The policy will be monitored and evaluated using the following methods:

- Classroom observation
- Scrutiny of displays
- Sampling of EAL students' work for comparison with others
- Scrutiny of SATs, standardised reading tests and other internal assessment procedures with particular focus on EAL students
- Analysis of effectiveness of support provided
- Comparison of results with schools of a similar nature
- Discussion with students/staff/parents

Policy updated: October 2017
Ratified by Governors: