



English as an Additional Language Policy

Introduction

The term EAL is used when referring to pupils 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 meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible;
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- 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 potential;
- To encourage children to practise and extend their use of English;
- To encourage and enable parental support in improving children's language skills.
- To provide ongoing communication about their progress with their parents. We encourage parents to participate. Our inner stance allows the space for children to freely bring aspects of their culture to the class.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- To work collegiately to be able to assess and monitor these children's needs and make any necessary decisions about classroom management and curriculum planning;

School/class ethos

- Classrooms are arranged to be socially and culturally inclusive;

- Teachers are aware of the child's mother tongue, and support their strengths and allow the child's self-esteem to grow, therefore enabling the child to become a bi-lingual;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a child appears orally fluent.

Assessment

The Child's needs should be identified during the admissions process:

1. The admissions co-ordinator will report / collect information about children's additional language needs; this will be passed to the child's class teacher.

A meeting with the child's class teacher and the parent/carer begins the process of ongoing evaluation to meet the child's individual needs.

2. Following the above, lessons will be planned appropriately.
3. The teacher will keep a record of the child's progress and communicate this (together with reviews and new actions) with the parents regularly as required.

Teaching and Learning

Staff can help children learn English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary;
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers;
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives;
- Recognising that EAL pupils may need more time to process answers;
- Through the rhythm, repetition and routine in the kindergarten and school, of the spoken word, in poems, songs, rhymes and verses. All of these activities provide structure to strengthen, develop and help enhance their learning of the English language.
- Giving 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);
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encourage children to transfer their knowledge, skills and understanding of one language to another.

Access and support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom;
- Where necessary one to one support may take place.

Kindergarten

In the kindergarten, the school curriculum helps pupils learning 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.
- Teachers and assistants refrain from talking to children in an abstract manner but instead talk about what is concrete and present that the children are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the children to absorb a rich experience of spoken English .
- In Kindergarten the children experience free play, therefore they have more chance to 'just be' and assimilate the language. As they are of the age group that is naturally at the stage of imitation, they absorb language readily.

Responsibilities

Admissions secretary

To obtain, collate and distribute information on new pupils to relevant teacher.

This includes:

- Language(s) spoken at home;
- Report from previous school which gives information on level of English studied/used.

Teachers

- All involved in teaching EAL learners liaise regularly during Pedagogical meetings. Teachers communicate all EAL learners' progress regularly and as needed.
- Teachers meet with parents of all EAL learners to update them on progress regularly and as needed. They record these meetings.
- We would discuss the needs of these pupils further if, in our professional judgment, appropriate progress is not being made.
- 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 EAL learners is accessed;

- Challenging targets for pupils learning EAL are set and met;
- Be knowledgeable about pupils' abilities and needs in English and other Subjects.

Issue date

This policy takes effect from November 2016

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by: Education mandate group

Related policies

Admissions

AGT policy

Equalities

SEND