



THE HERMITAGE and THE OAKTREE SCHOOLS

English as an Additional Language (EAL) Policy

Person Responsible:	Inclusion Leader
Date Adopted:	Spring Term 2019
Date of last review:	Autumn Term 2022
Date of next review:	Autumn Term 2025

This policy should be read in conjunction with the following policies:

- SEND Policy
- Single Equality Policy

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an additional language.

Aims and Objectives

Through this policy, we aim:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to our schools.
- To implement strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent 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 on admission and to give appropriate provision throughout the School to ensure that they gain access to the curriculum and academic achievement.
- To support access to the National Curriculum, by improving children's fluency and providing bilingual support where necessary.
- To equip teachers 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 in decisions about curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To involve and value the input of parents, carers and families.

Strategies

School ethos

Through our school ethos, we aim to:

- Recognise the child's first language and to boost the child's self-esteem.
- Remember that they have the potential to become a bilingual adult.
- Recognise that classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupil's strengths.
- Acknowledge the time it takes to become fluent in an additional language.

Teaching and Learning

In our schools, teachers take action to support children who are learning English as an additional language by various means, including:

- Assessing the pupil's competence in English in relation to the NC standards and expectations as soon as possible.
- Differentiating and personalising work for EAL pupils as appropriate.
- Having high expectations.
- Monitoring progress carefully and ensuring that EAL pupils are set appropriately challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Allow pupils to use their first language to explore concepts, supported through a home-school vocabulary book where appropriate.
- Giving new arrivals time to absorb English (there is often a 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Grouping children to ensure that EAL pupils hear good models of English.
- Using collaborative learning techniques.

We will develop children's spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

We will ensure access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses as appropriate.
- Using the home or first language where appropriate.

Responsibilities

Everyone in the school community has a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teaching staff have responsibility for:

- Being knowledgeable about pupils' abilities and needs in English and other subjects and using this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.
- Planning work in the context of individual children's stage of fluency and anticipating opportunities for developing the use of English.
- Setting targets for improving oracy and speaking and listening.
- Assessing and tracking progress of EAL children across the curriculum.
- Working with targeted groups to support children's access to the curriculum.
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks.
- Translating to enhance communication between school and parents.

The Inclusion Leader has responsibility for:

- Initial assessment of children's EAL levels on admission to school.
- Giving guidance and support in using the assessment to set targets and plan appropriate learning activities.
- Providing advice to teachers and support staff on classroom strategies
- Identifying and providing resources, which support children learning English as an additional language.
- Monitoring standards of teaching and learning of pupils with EAL.
- Liaising with out of school support agencies and services as appropriate.
- Liaising with parents/carers.
- Supporting pupils' language development both in class and by withdrawal (for 1:1 work) as appropriate.
- Ensuring all involved in teaching EAL learners liaise regularly.
- Ensuring relevant information on pupils with EAL reaches all staff as appropriate.

The Executive Headteacher has responsibility for:

- Ensuring parents and staff are aware of the school's policy on pupils with EAL.
- Supporting the Inclusion Leader in organising relevant training for staff.
- Ensuring challenging targets for pupils learning EAL are set and met.
- Monitoring the progress of EAL learners, ensuring teaching is effective.