

English as an Additional Language (EAL) policy

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Definition

In defining EAL we have adopted the following definition:

‘An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.’

EAL pupils may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but an English-speaking school.
- Born abroad but moved to the UK at some point before starting school.
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Introduction

This policy sets out the school’s aims, objectives, strategies and responsibilities 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.

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 equip teachers and teaching assistants with the knowledge, skills, and resources to be able to support and monitor pupils with EAL.
- To monitor pupil's progress each term in team meetings in order to make decisions about classroom management and curriculum planning.

Strategies

- Ensure that classrooms are inclusive, and that individual identities and cultural differences are recognised and valued
- Recognise that it takes significant time to become fluent in an additional language, and that to ensure success academically, a vast range of language is needed
- Identify the pupils' strengths and work collaboratively to boost the child's self-esteem. Recognise the child's native language but also be completely aware that there is potential for the child to become bi-lingual
- Understand that more time will be needed for these pupils to give answers
- Consider how to group pupils to ensure that they are hearing strong examples of English
- Enable pupils to use their first language for understanding of ideas
- When planning, ensure that the work is differentiated for EAL pupils
- Ensure that progress is regularly and strongly monitored to allow the correct learning objectives are set
- Do not lower the expectations. Challenge the pupils to answer as fully as they can, expanding on this when necessary
- Assess the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible
- Allow the pupils time to listen to English in the environment to introduce a level of understanding, and the ability for absorption

Responsibilities

Head of School and Senior Leadership Team

To gather and share information on new pupils with EAL.

This will include.

- Language spoken in the home.
- Previous school's report on the level of English that has been achieved and details of the curriculum followed
- Share with staff all information on EAL pupils' and ensure regular liaison between teachers and teaching assistants
- Accommodate training for staff in teaching EAL pupils'
- Parents and staff are aware of the school's policy on pupils with EAL
- Teaching and progress of EAL pupil's is monitored and recorded appropriately
- Liaise with the Multi-Cultural service
- Liaise with parents/guardians

Teachers

- Perform an initial assessment on the level of English understanding the EAL pupil has
- Closely monitor the teaching provided to the EAL pupils'
- Provide advice to teaching assistants on classroom strategies for teaching EAL
- Complete ILP's for each pupil and use these for planning timetables, lessons and supporting teaching assistants with 1-1 lessons
- Ensure that challenging targets for pupils' learning EAL are set and met
- Liaise with the Multi-Cultural service
- Liaise with parents/guardians, if guided by Head of School
- Support the pupil's language development
- Report to the Head of School on the effectiveness of all of the above and the progress of pupils.

Teaching Assistants

- Ensure they have a comprehensive knowledge of the pupils' abilities and needs in English and other subjects
- Use this knowledge effectively to plan lessons and consider grouping of pupils for activities
- Take direction from teachers for lesson content and curriculum needs
- Report to the teachers and Head of School on the progress of pupils that they teach
- Ensure that they provide the correct level of challenge to EAL pupils' and keep detailed records on tasks completed and the competency level