

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) PROVISION POLICY

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Job title: SENDCo

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Relevant ISI coding (if applicable) N/A

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

ENGLISH AS AN ADDITIONAL LANGUAGE

An EAL student has a home language other than English and is in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

AIMS

Across the school, teachers are expected to:

- a. Encourage all students to fulfil their own potential, both academically and socially, and to allow the voice of each individual to be heard in the classroom.
- b. Provide a supportive framework to promote the educational and social *growth* of students so that their self-knowledge, self-fulfilment and maturity can develop accordingly.
- c. Encourage students to apply skills learned in EAL in other subjects, and vice-versa. Teachers need to contact the EAL department with details of texts studied and subject specific vocabulary. Recognise that increased proficiency in English will enhance the learning skills required across the curriculum.
- d. Provide key words during lessons to support language development and reinforce them constantly to ensure retention.
- e. Be aware of which students are EAL learners and encourage them to focus on improving their accuracy, especially in written English. This is important for weaker students, but also for more advanced learners, who may be underachieving due to a lack of full academic English competency.
- f. Provide ample opportunities for talk, whilst being aware that new-to-English students may need time before being able or confident to engage in speaking.
- g. Understand the cultural and environmental restrictions placed on students which may inhibit their learning; encourage students to explore these as a way to understand the relationship between their first language and English; create common points of reference.
- h. Be aware that academic proficiency in English can take 5 to 7 years.
- i. Encourage a sense of pride in one's own language and culture as means to developing skills in English.

Within the EAL Department, teachers must aim to:

- a. Improve students' abilities in the four skills: reading, writing, speaking and listening. They must also strive to support students to expand their learning skills to enable them to fulfil their potential in school, and in later life, in both their work and leisure times. This includes developing students' English spelling, punctuation and grammar in accordance with the National Curriculum in England, and widening their vocabulary. In addition, it facilitates the continuing process of learning, and the students' understanding of that process.
- b. Support other teachers, starting with the English department, followed by other departments within the school.
- c. Encourage students' imagination, using word banks, technology such as iPads, interactive whiteboard, interactive online resources, pictograms, diagrams, comic strips and different concepts of text to enable students to access language.

- d. Scaffold writing tasks by providing writing frames and clear success criteria, including sequencing and matching activities.
- e. Using metacognition to support students to reflect on their own learning process.
- f. Foster Growth Mindset and encourage all students to reach their full potential by teaching them resilience and motivating them to succeed.
- g. Enable students to explore how genre and literary tradition impact upon, and interact with, a text.
- h. Encourage students to continue developing their English language skills outside of school.

ASSESSMENT AND MONITORING

The Curriculum will be based around the needs of the individual student within the class.

- a. Before arrival, or as soon as possible thereafter, all EAL students will have their English language competence assessed. It is also necessary to determine the linguistic ability of the students in their first language.
- b. The communicative competence in English will be assessed so that each student has a language programme tailored to his/her needs. This will help to pre-identify any future pitfalls.
- c. All teachers should have access to information on language development of all EAL students on shared drive, which should also contain resources.
- d. The EAL teacher/department will be responsible for the creation, distribution and storage of resources.
- e. Current students of similar language background will be encouraged to “buddy” newly arrived students.
- f. EAL students are to be placed in classes suitable for their cognitive and language ability, to model good behaviour and concept of language.
- g. Appropriate provision to be put in place according to the needs identified.
- h. A Learning Resource Area to be maintained within the library, available to all students.

IMPLEMENTATION OF EAL PROVISION

- a. Foster links between the EAL teacher and the other departments to identify students’ needs. Implement strategies and monitor progress with regard to language acquisition and use.
- b. All students to be assessed to establish communicative competence on entrance to school.
- c. Regular communication between EAL department and parents.
- d. EAL provision is integrated in the students’ curriculum where tasks are structured to meet students’ needs (this ranges between 1-3 lessons per week).
- e. Providing in-class-support to an individual or small group of students within the mainstream class. Explaining key words, clarifying texts, providing differentiated work linked to set tasks and explaining homework.

Reviewed annually by SLT

