



THORPEPARK

EAL POLICY

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Person responsible for this policy: Kerry-Anne Clark

VERSION 2.0

English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to pupils where the mother language at home is not 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

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976. Our school will:

- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- 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 academic potential.
- Encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- Maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Teaching and Progression:

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

To assist teachers and teaching assistants in supporting EAL pupils effectively the following 5 stage model for second language acquisition will be referred to.

Stage 1. New to English (Beginners) A child may:

Use first language for learning and other purposes.

Remain silent in the classroom.

Copy/repeat some words and phrases.

Understand some everyday English expressions but have minimal or no English literacy.

Follow day-to-day social communication in English and begin to use spoken English for social purposes.

Understand simple instructions and follow narrative/accounts with visual support.

Develop some skills in reading and writing and become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

Stage 2. Developing Competence (Intermediate) A child may;
Participate in learning activities with increasing independence.
Express themselves orally in English but structural inaccuracies are still apparent.
Requires ongoing support in literacy, particularly for understanding text and writing.
Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

Stage 3. Competent (Advanced) A child may:
Developing oral English well, allowing successful engagement in activities across the curriculum.
Read and understand a wide variety of text.
Written English may lack complexity.
Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Stage 4. Fluent (Intermediate) A child may:
Have excellent comprehension and make few grammatical errors.

A child at this stage requires support to finesse their grammatical understanding and appliance within their written work.

Stage 5. Fluent (Advanced)
A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Additionally they have acquired the ability to think in their second language.

Strategies

Staff will use the following support strategies to ensure curriculum access:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models of speaking, reading and writing.
- Additional verbal support-repetition, alternative phrasing, peer support.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc. where appropriate.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists where appropriate.
- Writing frames, directed activities related to texts.
- Opportunities for role play.
- Regular feedback from staff.
- Opportunities to focus on the cultural knowledge explicit or implicit in texts.
- Discussion provided before and during reading and writing activities, using preferred language where appropriate.
- Learning progression moves from concrete to abstract.

- Further support for pupils' language development is provided outside the formal curriculum, in the form of focus groups/interventions.

Learning environment:

Classrooms will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Assessment and target setting:

On-going formative assessment will be used by the class teacher and teaching assistants to determine children's attainment and progress in line with agreed school policies and procedures. Being knowledgeable about pupils' abilities and needs in English and other subjects and using this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.

Inclusion:

The school will provide texts and resources that suit the pupils' ages and levels of learning. Teachers will recognise the child's mother tongue in order to boost the child's self-esteem. Pupil's strengths will be identified and they will be encouraged to transfer their knowledge, skills and understanding of one language to another. Teachers will recognise that pupils with English as an additional language will need more time to process and answer questions both orally and in written format. We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to the school's SEND provision. EAL pupils identified as Gifted and Talented also have equal access to school's provision.

Equal opportunities:

All EAL pupils will be given equal access to the National Curriculum ensuring they achieve their full educational potential.

Role of the subject leader:

Giving guidance and support in the initial assessment of pupils' standard of English as necessary as well as supporting the setting of targets and planning appropriate work. Providing IEP and/or group intervention programmes.

Monitoring standards of teaching and learning of pupils with EAL, progress and identifying learning difficulties that may be masked by EAL, and liaising with SENCO.

Taking the lead in policy development.

Auditing and supporting colleagues in their CPD through mentoring and coaching.

Purchasing and organising resources.

Keeping up to date with recent EAL strategies developments in teaching.

This policy should be read in conjunction with other school policies.