ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

EYFS and Whole School

Reviewed: **April 2023 (JB)**
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Introduction:

EAL Definition: A pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be newly arrived from overseas, born overseas or born in the UK and living in a family where the home language is not English.

Every child at AESG, regardless of background, has the right to access the school curriculum. The school takes its responsibilities with regards to the Equality Act 2010 very seriously.

A limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging this ability of the student in their own culture is crucial for self-esteem.

Aims:
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their full academic potential within the school curriculum.

Objectives
- To assess the skills and needs of students with EAL and to make provision for them (if necessary)

- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning, assessment and the setting of targets
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Key Principles for Additional Language Acquisition

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. The following is also of note:

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the learning and teaching of every subject
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- Teachers have a crucial role in modelling uses of language
- A distinction is made between EAL and Special Educational Need, although the coordination of the additional learning needs of EAL pupils is the responsibility of the Special Educational Needs Coordinator.
- Language is central to our identity; teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language enhances subsequent acquisition of EAL

Strategies

The language development of all students is the responsibility of all teachers and teaching support staff as follows:

- Diversity will be valued
- There will be liaison between teachers and the Special Educational Needs Co-ordinator to discuss language development within the structure of the lesson
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping
- Teaching strategies will be employed within each lesson to reinforce understanding and meaning so as to develop language in context.

- Pupils are encouraged to develop their knowledge and understanding of first/other languages. This may involve sitting a public examination in their chosen language

Provision

EAL children are based within the class as it is believed that they benefit from the modelling of English from their peers.

Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child.

Types of provision may include:

- In-class support by the teacher - classroom activities with clear language development and learning objectives and appropriate support and resources employed to ensure that pupils are able to participate in lessons
- Grouping and setting arrangements made to ensure that EAL learners have access to strong English language peer models
- Small group support activities or individual interventions designed to expedite the acquisition of English language skills and enable greater access to the curriculum
- In class support by Teaching Assistants

Identification

Information is gathered about pupils' linguistic background and previous educational and schooling experience and EAL pupils are identified through the information provided on entry by parents.

In Senior School, a survey of pupils includes asking about languages the students know and use.

Entry assessment will be appropriate for EAL students. Testing will consider the student's ability to learn, not their ability to understand English.

Pupils are also identified by feedback from teaching staff and details are recorded.

Monitoring and Assessment

- The majority of children will learn English and make progress within the classroom environment. Those children who may need extra support will be identified by the teacher and the Special Educational Needs Co-ordinator.
- Pupils identified as having English as an Additional Language will be monitored to ensure pupil progress.
- Where pupil achievement may be affected by difficulties related to EAL, additional in-class or targeted/small group support may be put in place.

- The School will set appropriate targets with an individual action plan for pupils targeted for support and these will be reviewed on a regular basis.
- Information related to pupils EAL needs is passed on to subject teachers.
- Translation and extra-time will be given for assessment if a need for this is determined.

Parent Partnership

AESG recognises the paramount importance of, and values the partnership with, parents.

We aim to:

- provide language rich environments and practical/social learning contexts to help children establish a meaningful understanding of new terms and vocabulary.
- provide a comfortable and welcoming environment where parents can discuss any concerns;
- ensure shared knowledge and support via parent evenings and review meetings (if necessary)
- provide parents with information on school policy, support and services
- provide information regarding assessments used by the school
- provide and use information techniques that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school
- support parents in finding suitable English tuition if it is felt necessary for pupil progress.