

Fyling Hall School

English as and Additional Language Policy



The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- to implement school-wide 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

Objectives

- to be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- 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 classroom management and curriculum planning
- to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

School/class ethos

- recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- 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, with a good command of the range of language needed for academic success

Teaching and Learning

- assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- show differentiated work for EAL pupils in planning.
- have high expectations; expect pupils to contribute and give you more than one-word answers
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- recognise that EAL pupils need more time to process answers

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- allow pupils to use their mother tongue to explore concepts
- give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- group children to ensure that EAL pupils hear good models of English
- use collaborative learning techniques

Responsibilities Head of Learning Support

To obtain, collate and distribute information on new pupils with EAL. This includes:

- language(s) spoken at home
- from the previous school, information on level of English studied/used
- details of curriculum at previous school
- oversee initial assessment of pupils' standard of English
- give guidance and support in using the assessment to set targets and plan appropriate work
- provide advice to teachers and support staff on classroom strategies
- monitor standards of teaching and learning of pupils with EAL
- track the progress of pupils with EAL
- liaise with parents/guardians
- support the pupils' language development both in class and by withdrawal (for 1-1 work) as appropriate
- report to the Head on the effectiveness of the above and the progress of pupils
- Class/subject teacher
- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping

Head

To ensure that:

- all involved in teaching EAL learners liaise regularly
- parents and staff are aware of the school's policy on pupils with EAL
- relevant information on pupils with EAL reaches all staff
- training in planning, teaching and assessing EAL learners is available to staff
- challenging targets for pupils learning EAL are set and met
- the effectiveness of the teaching of pupils with EAL is monitored and data collection is managed

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Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Updated: January 2015 by S Allen

To be reviewed by January 2016