

English as an Additional Language (EAL) Policy

RATIONALE

This policy is a statement of our school's aims and strategies to ensure that EAL students fulfil their potential

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole school approach, including ethos, curriculum; education against racism and promoting language awareness.

AIMS

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement.

OUR SCHOOL CONTEXT

At King Arthur's School there are currently 17 students who are learning English as an additional language:

Polish	8
Portuguese	4
Bengali	2
Italian	2
Spanish (Chilean)	1

A dedicated HLTA is assigned to induct, monitor and support the progress of these students

KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

- EAL students are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all students and staff should be recognised and valued. Students should be encouraged to maintain their home language and use in the school environment where appropriate.
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- 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. Most EAL students needing additional support do not have SEN .
- Should SEN be identified, EAL students have equal access to SEN provision.
- If EAL students are identified as Gifted and Talented, they have equal access to provision.

TEACHING STRATEGIES FOR EAL

- Classroom activities should have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, should be identified.
- Opportunities could be provided for speaking and listening and use made of drama techniques and role play.
- Additional visual support could be provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support could be provided, eg repetition, modelling, peer support.
- Where possible, learning progression moves from the concrete to the abstract.
- Where possible, discussion is provided before, during and after reading and writing activities.
- Scaffolding could be provided for language and learning, eg talk frames, writing frames.

Assessment

- All EAL students are entitled to assessments as required.
- The Minority Ethnic Achievement Service (MEAS) may be requested to visit school. They will assess and monitor students, give support and guidance to staff and direct support to prioritised students.
- Staff have regular liaison time to discuss student progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

The EAL Policy is reviewed by SLT and the SENCO on an annual basis and submitted to the Governing Body for approval.

Reviewed and updated September 2009