



English as an Additional Language (EAL) Policy

Mission Statement

'To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ's Gospel'

Introduction

In our school the teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our students have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Students who are learning English as an additional language may have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be far in advance of their communicative skills in English.

Students are not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught, inclusion is a fundamental entitlement for all students.

Aims

Our curriculum secures entitlement for all students to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school. This policy is part of our commitment to and evidence of fundamental British Values in creating a tolerant, kind and open community where all are respected and can flourish within our school community, irrespective of whether English is a student's first language.

The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the Equality Act 2010, the Public Sector Equality Duty (PSED) and The United Nations Convention on the Rights of the Child (UNCRC). In line with the Department of Education census guidance, we identify, maintain and regularly update a register of EAL students so as to ensure appropriate support is given. The details are kept in our School Information Management System.

Teaching and learning style

It is the responsibility of the subject teacher, in consultation with the teacher of EAL to ensure the needs of each student is met. As it is stated in Section 5 of the Teaching Standards, it is the responsibility of all teachers, whatever their subject, to have a clear understanding of the needs of all students, including those with English as an additional language and be able to use and evaluate distinctive teaching approaches to engage and support them.'

The effective teaching and learning for learners using EAL happens through the National Curriculum. *Teachers must take account of the needs of students whose first language is not English. Monitoring of progress should take account of the student's age, length of time in this country, previous*

educational experience and ability in other languages. The ability of students for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers are to plan teaching opportunities to help students develop their English and should aim to provide the support students need to take part in all subjects.

Teachers take various action to help students who are learning English as an additional language:

- a) providing a welcoming classroom environment;
- b) pairing students with a competent English speaker;
- c) developing students' spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - ensuring that there are effective opportunities for speaking, and that speaking is used to support writing;
 - encouraging students to transfer their knowledge, skills and understanding of one language to another;
- d) ensuring access to the curriculum and to assessment by:
 - using accessible texts and materials that suit students' ages and levels of learning;
 - providing support through ICT, video or audio materials, dictionaries and translators and also when relevant, readers.
 - using the home or first language where appropriate and practicable.

Curriculum access

Students in our school in general follow the basic curricular requirements of the Foundation Stage and the National Curriculum. Students with English as an additional language are to have full access to the curriculum.

At the Foundation Stage we help students learning English as an additional language by:

- building on students' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- planning opportunities for students to develop their English skills,
- providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults;
- providing, if possible, bilingual support to extend vocabulary.

In the main school we aim to develop English as an additional Language by:

- ensuring students learning English as an additional language spend most of their time in the mainstream class.
- grouping bilingual students with competent English speakers. As students naturally modify their talk towards that of their peers, other students can provide good models of English.

- modifying students' inaccurate spoken English by example, rather than by correction alone.
- regarding literacy inaccuracies as developmental.
- employing collaborative learning methods, where EAL students are hearing English and are motivated to express themselves in English.
- using language: listening, speaking, reading, writing, inter-dependently.
- planning and evaluating learning activities in collaboration with the EAL or Learning Support teachers when appropriate.

If appropriate, students at Key Stage 2 and 3 may be withdrawn from class to receive EAL support.

EAL students in the Prep and Senior Departments may have specific lessons to develop their English skills rather than studying French or Spanish.

Monitoring and Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures. The statutory assessment arrangements of the National Curriculum and JCQ allow us to make special arrangements and adjustments for students who are learning English as an additional language.

The learning support teacher may offer additional support to EAL students during the Key Stage assessment period.

Students may be entered for the Cambridge Key for Schools Test, Preliminary English Test, First Certificate in English, Certificate of Advanced English or IELTS examination as appropriate.