



**English as an
Additional Language (EAL)
Policy**

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1. INTRODUCTION

- This policy aims to raise awareness of Brewood School's obligations to its pupils for whom English is an additional language (EAL) and to support the planning, organization, teaching and assessment procedures for these pupils. It will also address the use of resources and implementation of strategies to meet the needs of this group of pupils to raise pupil achievement.
- The implementation of this policy is the responsibility of all teaching and non-teaching staff.

This policy works in conjunction with the following policies:

- Curriculum Statement
- Single Equality Policy

2. CONTEXT

The term EAL is used when referring to pupils whose main language at home is not English. Pupils who attend school with no, or little, knowledge of English need every encouragement to learn the language in order to support and facilitate their learning. All pupils need to feel safe, accepted and valued in order to learn and so Brewood School works hard to provide the environment and means for all our pupils to achieve their full academic potential. As a school we recognise that EAL pupils have a valuable contribution to make to school life and as such we take a whole school approach towards appreciating and celebrating different cultures and promoting language awareness.

EAL pupils are entitled to access the whole curriculum on offer here at Brewood School and all teachers have a responsibility for teaching English alongside all other subject content. The teaching and support offered should be done in such a way as to recognise and value all of our pupils' home language and background and which celebrates and appreciates international and cultural diversity.

3. ENTITLEMENT

Research published in 2013 suggests that for EAL pupils it can take about 5–7 years, on average, to acquire academic English proficiency.¹ These pupils will, therefore, need long term support if they are to become competent and fluent users of the English language. The provision of this support fulfils the requirements of the Equality Act 2010 which seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.

EAL pupils will have access to learning that requires attention to words and meanings embedded in each curriculum area. It is important to remember that meaning and understanding cannot be assumed but must be made explicit as language is central to our identity and understanding of self. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and to use it in the school environment wherever possible and appropriate.

¹ Feyisa Demie (2013) English as an additional language pupils: how long does it take to acquire English fluency?, Language and Education, 27:1, 59-69, DOI: [10.1080/09500782.2012.682580](https://doi.org/10.1080/09500782.2012.682580)

4. IMPLEMENTATION

Brewood School will provide an inclusive curriculum which supports pupils with EAL needs using strategies most appropriate to them. Access to a quality curriculum, rigorous assessment and monitoring allows us to identify pupil's needs and to build on their skills. Staff will promote home languages in the school and in classrooms and use these to aid pupils' learning.

Classroom activities have clear learning objectives and outcomes and use appropriate materials and support to enable all pupils to participate in lessons. In class, pupils are taught to learn using a variety of strategies. Pupils are encouraged to learn independently, as a whole class, in pairs and in groups. Teachers promote an inclusive environment in class and where appropriate will use learning aids such as:

- dual language books and tapes
- dual language words with additional visual support – pictures/photographs/objects/signs/symbols

These resources will aid pupils in their learning and helps other pupils from a diverse range of backgrounds to understand and respect other's language and culture. Pupils are encouraged to share languages with their peers and to enjoy learning new words in different languages to help and support pupil learning.

Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, will be identified with enhanced opportunities provided for speaking and listening.

No particular commercial scheme is used as core material, however a wide variety of resources are available to use as a teacher reference and as student material where appropriate to activities that have been planned.

Pupils are taught in mixed class groupings with appropriate adult support as required and are encouraged to learn independently, as a whole class, in pairs and in groups.

EAL pupils identified as SEN will have access to Brewood's SEN provision. Activities are planned in such a way as to encourage full and active participation by all students irrespective of ability. Support staff are available to support both individuals and group learning and they work collaboratively with the class teacher.

EAL pupils access opportunities within all subjects across the curriculum and teachers seek to take advantage within learning experiences to draw knowledge and skills out of a wide range of activities,

Brewood School strives to support parents and carers by providing a welcoming induction. Home-school links will seek to provide clear information about the school and its procedures and to establish mutual respect for culture and values. Good spoken and written communications will help parents and carers understand how they can support their children at home, especially by continuing the development of their first language. Plain English and, where appropriate, translators/interpreters will be used to facilitate communication with parents/carers.

5. ASSESSEMENT

All EAL pupils are entitled to assessments as required. Brewood School will:

- assess and monitor pupils,
- give support and guidance to staff
- give direct support to prioritised pupils.

EAL and bilingual pupils will be assessed to determine their cognitive level and linguistic repertoire. The class teacher will also ensure that differentiated work suited to the pupil's intellectual ability is provided, being mindful of English usage. Assessment methods will be checked for cultural bias and action taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition across all curriculum subjects.

From 2016 census information will include annually a 5 point scale of proficiency

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent

Appropriate assessment materials will be used in relation to the individuals SEN need