



# Trinity College

## EAL

## POLICY

## 2019-2020

**Date of issue:** September 2017

**Date reviewed:** September 2019

**Frequency of review:** Annually

**Date of next review:** September 2020

# English as an Additional Language (EAL) Policy

## Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies regarding meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

## Aims

The aim of this policy is to ensure that we meet the full range of needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving pupils attainment. To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- 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 (E.g. during Languages Week)

## Strategies School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young pupils time to absorb English (there is a recognised 'silent period' when pupils understand more English than they use – this will pass if their self-confidence is maintained)
- Group pupils to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms

- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

### **Assessment**

- School Admission form will identify pupils where English is their second language and consideration of particular special needs from the EHC plan.
- We carry out on-going recording of attainment and progress in line with agreed school procedures.

### **Access and support**

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- Where necessary, for older pupils or for those who are functioning at one or more progress indicators behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

Pupils in the primary phase learning English as an additional language benefit by:

- Building on pupils experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the pupils home language as well as in English, according to their needs
- Providing opportunities for pupils to hear their home languages as well as English and as appropriate

Data collected on admission will detail -

- Language(s) spoken at home
- From the previous school, information on level of English studied/used

Head Teacher will 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 of EAL learners is available to staff
- Targets for pupils learning EAL are set and met

- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- Oversee initial assessment of pupils' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Monitor standards of teaching and learning of pupils with EAL
- Report to Senior members of staff on the effectiveness of the above and the progress of pupils
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO

**The class/subject teacher should:**

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

**Monitoring and Review:**

This policy document will be monitored by the leadership team. The policy will be reviewed annually during the annual Curriculum Review.