



St Christopher's School
(including the EYFS)

English as an Additional Language (EAL) Policy

To be read in conjunction with the SEND 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 with regard to meeting the needs and celebrating the skills of EAL pupils and helping them achieve the highest possible standards.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.
- 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 children's attainment
- To be able to assess the skills and needs of pupils with EAL and to put in place 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

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
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format
- Consider own language use and provide suitable contextual clues if required
- 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 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)

- 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 Registration Form identifies pupils where English is their second language
- We will assess pupils' ability in English in relation to communication, language and literacy skills
- We carry out on-going recording of attainment and progress in line with agreed school procedures
- We offer Termly Tracking to consider the progress of every child in the School
- We keep a register of EAL children to ensure that their specific needs are monitored and met

Access and Support

- All pupils will follow the full school curriculum. The School will provide books and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by the SENCO or a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding
- EAL pupils will be provided with opportunities to develop and use their home language in play and learning wherever possible.

Foundation Stage

In the EYFS, pupils' learning of English as an additional language is facilitated by:

- Building on children's 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 children 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 children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate

Responsibilities

The SENCO as EAL Co-ordinator:

- Obtains, collates and distributes to the Headteacher information on new pupils with additional languages spoken at home
- In cases where the child does not have a strong grasp of English language, explores the child's skill in their home language with parents and/or carers to establish whether there is a cause for concern about language delay
- Provides information to a child's next school of any difficulties with learning because of their EAL

The Headteacher ensures 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
- Targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

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
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with the SENCO

Monitoring and Review

This policy document will be monitored by the SENCO as EAL Co-ordinator, in liaison with the Headteacher. The policy will be reviewed annually.

Signed *H Crossley*
Mrs H Crossley
Chair of Governors

Signed *A C Thackray*.....
Mrs A C Thackray
Headteacher

Reviewed Date October 2019

Next review October 2021