



**Reddish Hall
School**

English as an Additional Language Policy

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Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfill their academic potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- 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

- Recognise the child's mother tongue; boost the child's self esteem. Remember he/she has the potential to become a bi-lingual adult.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupils strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.
- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one

word answers.

- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

Teaching and Learning

- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognized “silent period” when children understand more English than they use— this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

Responsibilities

Student Achievement Leader

To obtain, collate and distribute information on new pupils with EAL. This includes:

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

The Head of School 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 EAL learners is available to staff.
- Challenging targets for pupils learning EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.

The SEN Co-ordinator will:

- Oversee initial assessment of pupils’ standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete and Individual Learning Plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multi-Cultural Service
- Liaise with parents/carers
- Support the pupils language development both in class and by withdrawal (for 1--1 work) as appropriate
- Report to the Head on the effectiveness of the above and the progress of pupils.

Class/Subject Teachers

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

