



Adventure Wellbeing School

EAL Policy

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Introduction

The term EAL is used when referring to pupils where the language spoken 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. In our school the teaching and learning, achievements, attitudes and wellbeing of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

The National Curriculum secures entitlement for all children to all 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.

The aim of this policy is to help 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 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 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 pupil's self-esteem and confidence by acknowledging and giving status to skills in their own languages (e.g. through displays around school).

Teaching and Learning

In our school, teachers take action to help children who are learning English as an additional language in the following ways: developing their spoken, understanding and written English by:

- Ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupils' strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- Recognising that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- 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.
- Endeavour to build on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Providing a range of reading materials that highlight the different ways in which English is used, ensuring access to the curriculum and to assessment by using accessible texts and materials that suit children's ages and levels of learning, providing support through ICT, audio visual materials and dictionaries.

Curriculum Access

All children in our school follow the curricular requirements for the National Curriculum. Children with English as an additional language do not produce separate work. Where appropriate, EAL children will be supported by a teaching assistant in the classroom to enable the pupil to complete tasks with understanding. Where necessary, children will be withdrawn for language support which will take place at a set time to address a specific language focus. Children will be assessed and grouped according to their level of language and will follow a programme using the welcome materials in a small group with a teaching assistant.

Assessment

School registration forms identify pupils where English is their second language. We closely monitor and track the progress of these children and if necessary, seek advice from the Inclusion Services.

SLT 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.
- Progress is monitored and identify learning difficulties that may be masked by EAL and consult with the SENCO.

Class teachers will:

- 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.