



## **English as an Additional Language**

This policy is a statement of Waverley Studio College's aims and strategies to ensure that all EAL pupils fulfill their true potential.

### **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognizing and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism through Cultural Diversity Days. (Refer to school Equalities Policy)

### **Aims of the EAL Policy**

This policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement and aspirations.

### **Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

### **Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

### **Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **Objectives**

To assist all EAL pupils to become fluent English speakers as quickly as possible.

To assist and support all EAL pupils in their acquisition of English language skills.

To develop staff expertise (IAG) to ensure that all EAL pupils attain National Curriculum levels and public examination grades appropriate to their intellectual abilities.

To develop a rigorous Monitoring, Evaluating and Review system (MER).

### **Context of Waverley Studio College**

At our school, there are approximately over 22 languages spoken in the family home (not including dialects).

Information is gathered about:

pupils' linguistic background and competence in other language/s

pupils' previous educational experience

pupils' family and biographical background

### **Roles and Responsibilities**

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs. Daisy Priest (Assistant Head Teacher of Inclusion).

### **Key Principles of additional language acquisition**

EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum.

The language demands of learning tasks need to be identified and included in planning.

Teaching and support staff play a crucial role in modelling uses of language.

Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

A clear distinction should be made between EAL and Special Educational Needs.

### **5 stage model for language acquisition**

#### A. New to English

May use first language for learning and other purposes. May remain silent in the classroom. May copy/repeat some words and phrases. May understand some everyday English expressions but have minimal or no English literacy. Needs considerable support.

#### B. Early Acquisition

May follow day-to-day social communication in English. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs significant support.

#### C. Developing Competence

May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy requires ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires support to access the curriculum fully.

#### D. Competent

Oral English developing well, allowing successful engagement in activities across the curriculum. Able to read and understand a wide variety of text. Written English may lack complexity and contain occasional evidence of errors in structure. Needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

E. Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

**Assessment**

All EAL pupils are assessed as required.

Staff have an opportunity to discuss pupils' progress, needs and targets via Faculty meetings.

Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the Language Profile for Pupils (using the ELDA) who have English as an Additional Language.

Assessment methods are checked for cultural bias and action is 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.

**Planning, Monitoring and Evaluation**

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about pupils' developing use of language.

**Teaching Strategies**

Classroom activities have clear learning objectives and use appropriate materials and support to enable all pupils to participate fully in lessons.

Key language features of each curriculum area eg key vocabulary, uses of language, forms of text, are identified.

Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.

Additional visual support is provided eg posters, pictures, photographs, objects, demonstration, use of gesture.

Additional verbal support is provided eg repetition, modelling, peer support.

Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

Where possible, learning progression moves from the concrete to the abstract.

Discussion is provided before, during and after reading and writing activities.

Scaffolding is provided for language and learning eg talk frames, writing frames.

### **Materials**

Our school provides appropriate materials such as dual language textbooks, dictionaries and key word lists. Videos, maps, I.C.T. and story props also give crucial support.

### **EAL with Special Educational Needs and Gifted and Talented**

Should Special Educational Needs be identified, EAL pupils have equal access to school's SEN provision.

EAL pupils identified as Gifted and Talented have equal access to school's provision.

### **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

providing a welcoming induction process for newly arrived pupils and their families/carers.

using translators and interpreters, where appropriate and available, to ensure good links between the family and the school.

identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.

celebrating and acknowledging the achievements of EAL pupils in the wider community.

recognising and encouraging the use of first language for developing positive links between school and home.

helping parents understand how they can support their children at home, especially by continuing the development of their first language.

This policy is to be reviewed by Daisy Priest in collaboration with the Senior Leadership Team, Inclusion team and Faculty Heads.

Policy adopted by Waverley Education Foundation Board of Trustees on:

06/12/2016

Policy to be reviewed on: December 2017

Signed:

X \_\_\_\_\_  
Chair of Trustees

X \_\_\_\_\_  
Principal