



**PHOENIX BAY**

# **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

<b>Policy Number</b>	V1
<b>Date Created</b>	July 2021
<b>Owner</b>	Principal
<b>Next Review Date</b>	July 2022

## Document History

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
1.0	Issue	Ross Banks	July 2021

**Contents:**

<b>1</b>	<b>Introduction</b>
<b>2</b>	<b>School Class Ethos</b>
<b>3</b>	<b>Teaching &amp; Learning</b>
<b>4</b>	<b>School staff</b>
<b>5</b>	<b>Principal</b>

## 1. Introduction

The term EAL is used when referring to students 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 students.

### Aims

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

### Objectives

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school
- To equip school staff with the knowledge, skills and resources to be able to support and monitor students with EAL
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

## 2. 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 student's 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

## 3. Teaching and Learning

- Assess the student's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL students in planning
- Have high expectations; expect students to contribute and give you more than one word answers
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives
- Recognise that EAL students need more time to process answers
- Allow students 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 are beginning to understand more English than they used to – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL students hear good models of English
- Use collaborative learning techniques

## **4. School staff responsibilities**

To obtain, collate and distribute information on new students with EAL. This includes;

- Language spoken at home.
- Information from the previous school with regards to level of English studied/used.
- Details of curriculum at previous school

## **5. Principal**

To ensure that:

All involved in teaching EAL learners liaise regularly

- Parents and staff are aware of the school's policy on students with EAL
- Relevant information on student's with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for students learning EAL are set and met The effectiveness of the teaching of students with EAL is monitored and data is monitored
- Oversee initial assessment of students' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an individual learning plan for each student)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of students with EAL
- Liaise with the Multi-Cultural Service
- Liaise with parents/guardians
- Support the student's language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Headteacher on the effectiveness of the above and the progress of students.

Author	Ross Banks
Document Title	EAL Policy
Date Reviewed	July 2021
Next Review Date	July 2022