



**PHOENIX BAY**

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

<b>Policy Focus</b>	<b>English as an Additional Language Policy</b>
<b>Lead Policy Holder</b>	R Banks - Principal
<b>Designated Advisory Board</b>	Jill Bainton
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## 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.

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