



Thomas Lord Audley School

## English as an Additional Language Policy

Document Details	
<b>Category:</b>	School Policy
<b>Status:</b>	Approved
<b>Approved By:</b>	Local Governing Body
<b>Approval date:</b>	1 <sup>st</sup> July 2019
<b>Issue Date:</b>	July 2019
<b>Next Review Date:</b>	July 2020
<b>Signed:</b>	

## **The Stanway & Thomas Lord Audley Schools English as an Additional Language Policy**

### **Summary Statement**

The governing body is committed to providing quality education for all its students based on equality of access, opportunity and outcome. This policy refers to The National Strategies support material on raising attainment for students with English as an additional language.

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language (EAL) and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.

### **Definition**

A learner of English as an additional language (EAL) is a student whose first language is other than English.

*First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.*

Source: School census preparation and guidance for 2007 (DfES 2007)

### **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. (Meanings and understandings cannot always be assumed but need to be explored.)
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

### **The role of the EAL Co-ordinator within the school**

The designated co-ordinator will:

- (i) promote the educational achievement of every EAL student on the school's roll.
- (ii) Monitor and track the achievement and attainment of all students at regular intervals;
- (iii) help school staff to understand the things which can affect how students with EAL learn and achieve;
- (iv) contribute to the development and review of whole school policies to ensure that they do not unintentionally put students with EAL at a disadvantage;
- (v) make sure that there are effective and well understood school procedures in place to support students with EAL learning;
- (vi) promote a culture in which students with EAL believe they can succeed and aspire to further and higher education;
- (vii) promote a culture in which students with EAL are able to discuss their progress and take responsibility for their own learning;
- (viii) be the source of advice for teachers at school about differentiated teaching strategies appropriate for students with EAL;
- (ix) make sure the school makes full use of Assessment for Learning approaches to improve the short and medium term progress of students with EAL;
- (x) promote good home-school links;
- (xi) have lead responsibility for the development and implementation of the child's Support Plan.

## **The role of the teacher**

The class teacher will:

- (i) have high expectations of all students with EAL involvement in learning and educational progress;
- (ii) understanding how important it is to see students with EAL as individuals rather than as an homogeneous group;
- (iii) plan appropriate and challenging lessons;
- (iv) differentiate according to needs, interests and aptitude, where appropriate;
- (v) use Assessment for learning strategies in order to guide each student's learning;
- (vi) ensure that students with EAL have access to statutory assessments and liaise with the EAL co-ordinator regarding exam dispensation, as appropriate;
- (vii) check that assessment methods are checked for cultural bias and, if identified, remove any bias;
- (viii) look for opportunities to focus on the each individual child's cultural knowledge;
- (ix) use a wide variety of learning and teaching activities in order to support student's reading, writing, speaking and listening skills;
- (x) have an understanding of how the school works with outside agencies to support students with EAL.

## **Planning, Monitoring and Evaluation**

Each student's language acquisition skills are assessed annually. This information is used to generate a Support Plan for those with **language acquisition at stages A-C** to support teachers with their short and medium term planning.

Student progress is monitored and tracked three times per year and the Student Support Plans is amended, as appropriate.

Each student with EAL is expected to make two levels progress within each Key Stage. The school analyses EAL student achievement in order to evaluate the effectiveness of provision. The EAL co-ordinator will present an annual report to the School Leadership Team.

The School Leadership Team will consider this information and what needs to be done to address any issues raised by the reports in relation to:

- whether the school makes effective provision for all students with EAL;
- whether the designated co-ordinator has sufficient time and resources to carry out their role effectively;
- any training, support and development needs required to ensure the role can be carried out effectively;
- the extent to which school policies take account of the particular needs of students with EAL;
- whether the school is making the fullest possible use of all available resources, such as one-to-one tuition, in order to provide the maximum opportunity for children with EAL to achieve two levels of progress within a Key Stage.

## **Parents/Carers and the Wider Community**

We provide a welcoming admissions process for the induction, assessment and support of new arrival students and their families/carers. During the interview process we collected information on student's linguistic background, previous educational experience and family background.

## EAL Policy: Updated 2019

The school takes into account parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

### **Policy Review and Evaluation**

We consider the EAL policy to be important and we undertake a thorough review of both policy and practice each year. The outcomes of this review inform the School Improvement Plan.