

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



MONITORING: Head of Learning Support

UPDATED: June 2021

REVIEW DATE: June 2022

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English.

A small number of our intake have learning and assessment requirements which are linked to their progress in learning English as an additional language (EAL). At Caldicott we do not consider a child to have a special educational need if their difficulties lie solely with EAL.

This policy sets out the school's aims, objectives, and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning and assessment where English is a foreign language and for them to become confident and fluent in English to allow them to fulfil their academic potential.
- To welcome and value the cultural, linguistic, and educational experiences that pupils with EAL bring to the school.

Teaching and Learning

The ethos of the school is for classrooms to be socially and intellectually inclusive and value cultural differences and fostering a range of individual identities and languages. We feel that it is important to recognise the pupil's mother tongue and boost self-esteem. It may take time to become fluent in an additional language and support may be necessary before a pupil becomes orally fluent.

Pupils whose first language is not English are listed as requiring additional support for the reasons stated above. This list is circulated to members of staff on a termly basis. Each pupil will have a variety of support needs which vary from minimal support to ensure that confidence is maintained to include more individualised specialist support to develop language skills.

Teaching strategies include:

- Differentiate work and resources for EAL pupils
- Teachers to have high expectations and expect pupils to contribute and give more than a one-word answer
- Peer pupil support to model and support language acquisition

- Recognise that EAL pupils need more time to process answers.
- Encourage the enjoyment of reading English texts
- Provide support through ICT and bilingual dictionaries.

All children in our school follow the full school curriculum unless special arrangements have been agreed. We strive hard to meet the needs of all pupils learning English as an additional language and will take reasonable steps to achieve this.

Where necessary, for those who are functioning behind that which could be expected for their age and time in school, withdrawal support in the form of group or one-to-one lessons will take place for a set period to address a specific language or learning focus. The Head of Learning Support, in conjunction with a specialist EAL teacher will assess the pupil and identify if the difficulties lie in language difficulty or a specific learning difficulty.

SMART targets are written for those pupils requiring additional support in collaboration with the pupil and class teachers. EAL pupils with this high level of need will be assessed to determine their level of English across four different strands: Listening and Understanding, Speaking, Reading and Writing. The information is available via the school staff portal and shared with house parents and matron.

This policy will be renewed annually