



English as an Additional Language Policy

MONITORING: Head of Learning Support

VERSION: December 2024

REVIEW DATE: December 2025

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 boys 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 boys 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.

We strive hard to meet the needs of all pupils learning English as an additional language and will take reasonable steps to achieve this. The opportunity to work with an EAL specialist is available in school for those boys who do not have fluent written and conversational English. There is a charge for the opportunity to receive this additional study support. Support needs vary from minimal support to ensure that confidence is maintained, to more individualised specialist support to develop language skills. Where necessary, for those boys 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 may be appropriate following discussion with parents and guardians.

Teaching strategies include:

- Differentiate work and resources for EAL pupils
- 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.