



Learning that Connects

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy Date:	September 2020
Review Date:	September 2022
Chair of Governors:	David Smith
Governors Approval:	30 th November 2020

Statement of Intent:

Studio West is committed to a whole school approach to the education of students learning English as an Additional Language (EAL). This approach is founded on the belief that all students are of equal value and is closely linked with our sponsor school Kenton School's motto 'All Different, All Equal'.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To implement school-wide 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 Learning Coaches 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

Strategies

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 pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the National Curriculum standards as soon as possible
- Show differentiated work for EAL students in planning
- Have high expectations; expect students to contribute
- 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 and explore concepts

- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – 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

Assessment

The Principal or Deputy Principal will meet new admissions to make an assessment of their proficiency in relation to the English National Curriculum standards. An individual Educational Plan will be produced that is made available to staff as soon as possible.

Provision

For those students who are below National Curriculum level 3 extra support will be organised by either the Principal or Deputy Principal either within mainstream classes or in some cases with 1:1 group sessions in the school Learning Resource Centre. Students functioning at National Curriculum level 3 or above will receive provision within the mainstream classroom through differentiated Teaching and Learning Strategies.

Audit

An EAL register is held by the Principal or Deputy Principal and is updated annually. Audit records should show the following information:-

- Country of Origin
- First language
- EAL
- Refugee/Asylum Seeker
- Traveller
- National Curriculum Level for English.

Monitoring and Evaluation

The capacity of EAL provision to support the EAL children will be reviewed on an annual basis in relation to forecasts of the size of the EAL population at Studio West.

Observing and Monitoring

Observing students in the classroom and feeding back to Learning Coaches
Tracking students' involvement and progress
Using a range of formats to record achievement

Valuing Diversity

Knowing the students and pronouncing their names correctly
Recognising and valuing students' background and language experience
Offering support and challenge, praise and encouragement

Visual Support

Pictures, photos, diagrams and multimedia material form part of the curriculum delivery
Classroom displays provide visual support for the main points from work as well as text in English and other languages

Classroom environment and appropriate resources

Students feel safe and protected from harassment and racism
Topic-related books, dual language texts and bilingual dictionaries are available also props and artefacts
Bilingual students have access to ICT-based resources in English and first languages

ENGLISH LANGUAGE ACQUISITION AND CURRICULUM LEARNING

Supporting English Language Acquisition

Key words and structures discussed and explained
Opportunities to read and reflect on reading through talk
Support and intervention during writing tasks

Creative opportunities for talk

Purposeful talk planned, students provided with clearly defined tasks / roles
Opportunities created for pupil-to- pupil and pupil-to-teacher / TA talk
Challenging activities presented and supported – including problem solving and constructing argument and opinion

Pupil Grouping

Students paired / grouped with supportive peers
Opportunities provided for students to work in first-language pairs or groups where possible
Collaborative group work

Planning for inclusion

Teacher plans to develop language alongside the curriculum subject content
Individual students considered e.g. planning to ask questions that are within students experience
Teacher and TA define their roles in the classroom e.g. agreeing that the TA will scribe on the board