



Learning that Connects

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy Date: September 2016

Review Date: September 2018

Chair of Governors: Bob Paton

Governors Approval: 28th September 2016

Please note that Simon Hanson is our Chair of Governors as from 29th November 2016

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.
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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.

