



**St Hugh's School**

English as an Additional Language (EAL) Policy

## English as an Additional Language (EAL) Policy

This policy should be read in conjunction with the Mission Statement and associated policies.

### **1. INTRODUCTION**

- 1.1 This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.
- 1.2 The school policy for English as an Additional Language (EAL) reflects the consensus of opinion of the whole teaching staff and has been made available to the Governing body. This policy has been reviewed Summer Term 2016.
- 1.3 The implementation of this policy is the responsibility of all teaching and non-teaching staff.

### **2. THE NATURE OF (SUBJECT / CURRICULUM AREA)**

- 2.1 All pupils need to feel safe, accepted and valued in order to learn. The term EAL is used when referring to pupils whose main language at home is not English. Pupils who attend school with no or little knowledge of English need every encouragement to learn the language to support their learning which encourages the appreciation of international and cultural diversity. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we recognise that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education to appreciate different cultures and promote language awareness. (Refer to school Race Equality Policy).
- 2.2 EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content. The school values the contribution which ethnic minority children make through bringing their culture and language to enrich the school environment. The school shall provide the means for ethnic minority children to achieve their full academic potential. The school shall endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

### **3. ENTITLEMENT.**

- 3.1 St Hugh's school will encourage and support to become competent and fluent in English so that they can achieve their full academic potential. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 and Equality Act 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.
- 3.2 EAL pupils will have access to learning that requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit as language is central to our identity. Therefore, the home languages of all

pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

#### **4. IMPLEMENTATION.**

- 4.1 St Hugh's school will provide an inclusive curriculum which supports pupils with EAL needs using learning styles most appropriate to EAL learners. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Access to a quality curriculum, rigorous assessment and monitoring allows us to identify individual pupil's needs and recognise and build on skills. Staff will promote home languages in the school and classrooms and use these to aid pupils learning.
- 4.2 Teachers with support from commissioned services teach lessons taking into account ways to support bilingual learners. Classroom activities have clear learning objectives and outcomes and use appropriate materials and support to enable pupils to participate in lessons. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs and in groups. In addition to this, our pupils are encouraged to adopt their own way of learning. This could be through visual aids, by listening or by carrying out the task themselves with access to effective staff and peer models of spoken language. These learning styles are known as visual, auditory or kinesthetic and are taken into account when planning and teaching. Teachers promote an inclusive environment in class, and therefore, use learning aids such as dual language books, tapes or dual language words with additional visual support used including pictures, photographs, objects, signs and symbols. This aids pupils in their learning and helps other pupils from a different ethnic minority to understand and respect another's language and culture. Pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.
- 4.3 Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, will be identified with enhanced opportunities provided for speaking and listening, including demonstration and use of gesture.
- 4.4 No particular commercial scheme is used as core material, however a wide variety of commercial resources are available to use as teacher reference and as student material where appropriate to activities that have been planned.
- 4.5 Pupils are taught in mixed class groupings with appropriate adult support as required and encouraged to learn independently, as a whole class, in pairs and in groups.
- 4.6 Support workers from commissioned services will provide extra support to ensure pupils are able to access the curriculum quickly. They are also responsible for carrying out general duties such as resource making and giving feedback to class teachers, parents and the senior management team dependent on the service commissioned.
- 4.7 EAL pupils identified as SEN, have equal access to school's SEN provision. Activities are planned in such a way as to encourage full and active participation by all students irrespective of ability. Additional support staff are available to support groups or individual students and they work collaboratively with the class teacher.
- 4.8 All staff are encouraged to use ICT within their teaching and are required to identify this aspect within their weekly planning. To this end all teachers are in possession of a laptop and

classrooms are equipped with either plasma screens or interactive whiteboards and data projectors.

- 4.9 Activities will be planned so they meet the full range of the pupils' needs, regardless of race, gender or disability. All students should develop an enjoyment of learning and a positive attitude towards the subject is encouraged in both boys and girls.
- 4.10 EAL pupils access opportunities within all subjects across the curriculum and teachers seek to take advantage within learning experiences to draw knowledge and skills out of a wide range of activities.
- 4.11 All activities involving students and staff will be organised within the framework and guidelines of the School Health and Safety Policy.
- 4.12 St Hugh's School strives to support parents and carers by providing a welcoming induction process for newly arrived pupils and their families/carers. Home-school links will seek to provide clear information about the school and its procedures and to establish mutual respect for culture and values. Good spoken and written communications will help parents and carers understand how they can support their children at home, especially by continuing the development of their first language. Plain English and translators and interpreters, will be used where appropriate.
- 4.13 There is a substantial amount of learning materials available to the school to support pupils with EAL. These include bilingual dictionaries, dual-language books, and sight words in other languages, games and audio tapes. In addition to this, pupils who are capable of taking part in everyday classroom activities have special arrangements made such as reference material in their home language, posters and support materials. These resources are in place to help pupils learn and cater for visual, auditory and kinaesthetic learners.

## **5. ASSESSMENT.**

- 5.1 All EAL pupils are entitled to assessments as required. The school will request assistance to determine an assessment package suitable to pupil needs. We will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils. EAL and bilingual pupils will be assessed to determine their cognitive level and linguistic repertoire. For all ethnic minority pupils, account will be taken of their educational background. The class teacher will also ensure that differentiated work, suited to the child's intellectual ability is provided, being mindful of the particular level of English usage. Assessment methods will be checked for cultural bias and action taken to remove any that is identified.
- 5.2 Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition across all curriculum subjects.

From Autumn 25016 - Census information will include annually a 5 point scale of proficiency

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent

Appropriate assessment materials will be used in relation to the individuals SEND need.