Lincoln Christ's Hospital School

EAL Policy

SLT Link member of staff: **Mrs A Batty**

Date presented to Governors: **March 2018**

Review Date: **March 2020**

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

STATEMENT OF AIMS

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the attainment and achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

☐ Use English confidently and competently
☐ Use English as a means of learning across the curriculum

Where appropriate, make use of their knowledge of other languages

LCHS Context

• At LCHS, EAL pupils come from a variety of backgrounds. Some are from well-established communities, while others are new to the language and culture of this country.

• Many EAL pupils are isolated learners and may be the only speaker of their language in the school.

• Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.

• A few of our pupils may have experienced trauma and this will have an impact on their learning.

• There are between 20 and 25 languages spoken at LCHS.

KEY PRINCIPLES FOR ADDITIONAL LANGUAGE LEARNING

☐ Language develops best when used in purposeful contexts across the curriculum

☐ Effective use of language is crucial to the teaching and learning of every subject

☐ The language demands of learning tasks need to be identified and planned for with attention both to initial access and to extension

☐ Access to learning requires attention to words and meanings embodied in each Curriculum area. Meanings and understandings cannot always be assumed but need to be explored

☐ Teachers have a crucial role in modelling uses of language

☐ The focus and use of any additional support time are best seen as an integral part of curriculum and lesson planning

☐ All pupils have entitlement to the National Curriculum

☐ A distinction is made between EAL and Special Educational Needs with EAL students presenting a SEN need being supported by the SEN department in conjunction with the EAL department.

☐ Effects of grouping should be carefully considered.

☐ Language is central to our identity; therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills

☐ Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

☐ All languages, dialects, accents and cultures are equally valued.

TEACHING AND LEARNING

Plans will identify the demands of the Curriculum and provide differentiated opportunities matched to individual EAL pupils' needs. Teachers will analyse the linguistic demands of a task in their subject area, to extend and develop the English Language skills of learners across the curriculum.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, language use or forms of text. Bilingual pupils who have achieved fluency in spoken English may need support to develop written academic English.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons.

Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models and are accessing work at the appropriate and challenging cognitive level.

STRATEGIES

Staff use support strategies to ensure curriculum access:

☐ Enhanced opportunities for speaking and listening
☐ Effective role models of speaking, reading and writing
☐ Additional verbal support-repetition, alternative phrasing, peer support
☐ Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc. to make connections with Standard English at cognitive, cultural and linguistic levels
☐ Bilingual resources, e.g. dictionaries, Talking Translators, bilingual staff/pupils, texts, key word lists, bilingual books
☐ Activating prior knowledge and challenging tasks with scaffolding such as writing frames, directed activities related to texts
☐ Opportunities for role play and collaborative group work
☐ Pupils receive positive and constructive regular feedback from members of the school community
☐ Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
☐ Discussion is provided before and during reading and writing activities, using preferred language where appropriate
☐ Where possible, learning progression moves from concrete to abstract
☐ Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
☐ Staff are encouraged to work with parents to learn more about community languages, and pupils' cultural heritage.
☐ The school will work with supplementary and complimentary schools.

PLANNING, MONITORING AND EVALUATION

Information is gathered about:
☐ The pupils' linguistic background and competence in other languages
☐ The pupils' previous educational and schooling experience
☐ The pupils' family and biographical background

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted, more able or talented even though they may not be fully fluent in English.

ASESSMENT AND RECORD KEEPING

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. The five new English language proficiency levels will be used to continually assess the baseline and continuing development of EAL pupils. This information will be recorded on SIMs to provide information for all staff as well as for the census.

RESOURCES

Displays and resources reflect linguistic and cultural diversity. They contain positive, non-stereotypical and challenging images.
A range of resource materials are used to support pupils' linguistic development, visual materials, differentiated worksheets, key-word lists, bilingual dictionaries, taped materials, computer software, bilingual worksheets etc.
Assessment materials use images and texts that are appropriate for all pupils.

PARENTS/CARERS AND THE WIDER COMMUNITY

We provide a welcoming admission process for the induction, assessment and support of newly arrived pupils and their families/carers.
We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.
We aim to work closely with members of the wider community to support our EAL pupils.

STAFF DEVELOPMENT

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.
The School Development Plan will incorporate action plans and reviews relating to raising the achievement of EAL pupils.
All staff show vigilance with regard to behaviour amongst pupils and there are clear and known strategies in place for dealing with racial incidents.
There is coverage within the curriculum of inter-personal behaviour amongst pupils, including racist name calling and bullying, and this is linked with wider issues of learning for citizenship.

REVIEW AND EVALUATION OF POLICY

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programs of action and targeting time, support and resources.

This policy is to be next reviewed on an annual basis.

The Head Teacher and teaching staff will review this policy in *2017/8*. Any amendments will be presented to the Governing Body for approval.

Anne Batty

EAL co-ordinator

September 2016