



Outcomes
First Group

Avonside School English as an Additional Language

The term EAL is used when referring to students whose mother language at home is not English.

This policy sets out the School’s aims, objectives and strategies with regard to meeting the needs and celebrating the skills of English as an Additional Language(EAL) students and helping them to achieve the highest possible standards. All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976. (1/10/2012 last updated)
- 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 speaking and listening, reading and writing in English to be able to fulfil their academic potential.

Objectives

- To provide any newly arrived children with a safe and welcoming environment.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School.
- To equip teachers 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.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practice and extend their use of English.

Strategies

School/Class Ethos

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student’s first language. Appreciating and acknowledging a student’s ability in her/his own culture is crucial for her/his self-esteem.

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- Diversity will be valued and classrooms will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- We will gather as much background information on the student so we can assess their strengths and weaknesses to provide the correct support required.
- We acknowledge the time it takes to become fluent, with a good command of the range of language needed for academic success, in an additional language. We will give newly arrived young 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.

Teaching and learning style

We will take action to develop students’ speaking, listening, reading and writing. We will do this using various means:

- English is the first language of Avonside school, and the school (where appropriate) will use technology to help with translation.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are many effective opportunities for oral communication, and that talking is used to support writing (and vice versa).
- Encourage students to transfer their knowledge, skills and understanding of one language to another.
- Build on students’ experiences of language at home and in the wider community, so that they develop use of English.
- Show differentiated work for EAL students in planning.

Responsibilities

Senior Leadership Team :

To obtain, collate and distribute information on new students with EAL. This includes:

- Monitoring progress carefully and ensuring that EAL students are set appropriate and challenging learning objectives.
- Assessing the student’s competence in English in relation to the NC standards and expectations as soon as possible.
- Language(s) spoken at home.
- From the previous school, information on the level of English studied/used.
- Details of the curriculum at the previous school.

Senior Leadership Team

To ensure that:

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- All involved in teaching EAL learners liaise regularly and share good practice.
- Parents and staff are aware of the school's policy on students with EAL.
- Relevant information on students with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for students learning EAL are set and met.
- The effectiveness of the teaching of students with EAL is monitored.

SENDCo

- Oversee initial assessment of students' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Learning Plan for each student)
- Provide advice to teachers and support staff on classroom strategies.
- Monitor the standards of teaching and learning of students with EAL
- Liaise with parents/carers
- Support students' language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Head on the effectiveness of the above and the progress of students.

Class/Subject Teachers

- Ensure that knowledge about students' abilities and needs in English and other subjects is up to date.
- Use this knowledge effectively in curriculum planning, classroom teaching and student grouping.

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