English as an Additional Language (EAL) Policy

What is EAL?

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Guidelines

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. To identify language outcomes for all curriculum areas and include in planning.
3. To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
5. To use key visuals and other strategies to support children's access to the curriculum.
6. To ensure that language and literacy are taught within the context of all subjects.
7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
8. To actively liaise with parents to help them to support their children's learning.
9. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
10. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
11. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
12. To celebrate multilingual skills and promote linguistic diversity with all pupils.

Teaching strategies used to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)

- Develop card sorting, sequencing and matching activities