EAL Policy

November 2018

Signed (Chair of Trustees):	
Date:	**November 2018**
Date of Review:	November 2019

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

1. Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a Trust, we are aware that bilingualism is a strength, and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

2. Aims of the Policy

This policy aims to raise awareness of the Trust'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.

3. Context

3.1 EAL pupils come from a variety of backgrounds. Some are from well established communities such as Pakistani and Somalian, while others are new to the language and culture of this country.

3.2 Some EAL pupils are isolated learners and may be the only speaker of their language in their class or school.

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

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

3.5 There are more than forty languages spoken across the Trust.

3.6 At our Trust there is a large proportion of pupils who are learning English as an additional language.

4. Key Principles of additional language acquisition

4.1 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 contents.

4.2 Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
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.

4.3 Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

4.4 Language develops best when used in purposeful contexts across the curriculum.

4.5 The language demands of learning tasks need to be identified and included in planning.

4.6 Teaching and support staff play a crucial role in modelling uses of language.

4.7 Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

4.8 A clear distinction should be made between EAL and Special Educational Needs.

5. Assessment

5.1 All EAL pupils are entitled to assessments as required.

5.2 The advisors may be requested to visit the Trust. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

5.3 Staff have regular liaison time to discuss pupil progress, needs and targets.
5.4 Progress in the acquisition of English is regularly assessed and monitored.
5.5 Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

6. Planning, Monitoring and Evaluation

6.1 Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
6.2 Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
6.3 Staff regularly observe, assess and record information about pupils' developing use of language.
6.4 When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

7. Teaching Strategies

7.1 Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
7.2 Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
7.3 Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
7.4 Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
7.5 Additional verbal support is provided, e.g. repetition, modelling, peer support.
7.6 Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
7.7 Where possible, learning progression moves from the concrete to the abstract.
7.8 Discussion is provided before, during and after reading and writing activities.
7.9 Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
7.10 Children, where possible, attend intervention groups such as Conversation group, Talking partners, and Language groups.

8. Materials

The Trust provides appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, ICT and story props also give crucial support.

9. Special Educational Needs and Gifted and Talented Pupils

9.1 Most EAL pupils needing additional support do not have SEN.
9.2 Should SEN be identified, EAL pupils have equal access to school's SEN provision.
9.3 If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

10. Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

10.1 Providing a welcoming induction process for newly arrived pupils and their families/carers.
10.2 Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

10.3 Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
10.4 Celebrating and acknowledging the achievements of EAL pupils in the wider community.
10.5 Recognising and encouraging the use of first language.
10.6 Helping parents understand how they can support their children at home, especially by continuing the development of their first language.