



# English as an Additional Language Policy

August 2019

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## **English as an Additional Language**

### **Purposes**

The purpose of this policy is to promote equal opportunities for all learners for whom English is an additional language and to deliver a broad, balanced curriculum reflecting the needs of students who have English as an additional language (EAL).

### **Aims**

- To identify language outcomes for all curriculum areas and embed these into the planning document for these students
- To promote and encourage the development of the student's first languages to assist them in developing their subject knowledge in parallel with their acquisition of English.
- To promote academic achievement of EAL students.

The learning for our EAL students and the successful implementation of the policy is the responsibility of **all** staff supporting EAL learning and teaching.

### **The role and responsibilities of the Curriculum Manager for English and Languages:**

- To monitor standards of teaching and learning of EAL pupils.
- To liaise with class teachers to identify and support EAL pupils.
- To contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- To be responsible for analysis of relevant school data for improvement purposes.
- To manage resource materials and equipment to ensure sufficiency and adequacy.
- To work with the SENDCO to ensure effective and appropriate support throughout the school.
- To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL students.

### **EAL teaching and learning**

Our aim is to ensure consistently good or better teaching to assist the students to access the curriculum areas. Teaching should be underpinned by a range and variety of practical learning activities:

- To effectively diagnose and assess to identify the initial and changing needs of the students to facilitate effective planning for their English language development.
- To provide students with access to resources which are:
  - age appropriate,
  - at an appropriate language level,
  - linguistically and culturally appropriate.

- To use key visuals and other strategies to support the students' access to the curriculum.
- To actively liaise with curriculum subject specialists to help them to support the students' learning.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide support in identifying key areas for improvement for each student.
- To identify opportunities in lessons where language development can be promoted.
- To build on students' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- To provide a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- To develop students' in-class skills (e.g. note-taking) to support their continued learning.
- To ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- To explain how speaking and writing in English are structured for different purposes across a range of subjects.
- To provide a range of reading materials that highlight the different ways in which English is used.
- To ensure that there are effective opportunities for talking, and that talking is used to support writing.
- To encourage students to transfer their knowledge, skills and understanding of one language to another.
- To build students' confidence through project-based work for presentation or display in school.
- To develop the students' independent learning skills for example for using both bilingual and monolingual dictionaries.
- To monitor the students' progress in their subject specialist areas to assist in targeted subskills development.