



English as an Additional Language (EAL) Policy

May 2020

Revise May 2021

This policy should be read in conjunction with the OxSFC COVID-19 policy that overrides the guidelines/procedures in this policy, where appropriate. The guiding principle will always be to maintain the health and safety of all stakeholders.

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 Modern Foreign Languages (MFL) :

- To monitor standards of teaching and learning of EAL students.
- To liaise with class teachers to identify and support EAL students.
- To contribute to College Development plan in the area of responsibility to identify areas for development and arrange for improved provision.
- To be responsible for analysis of relevant College 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 College.
- 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 College.
- 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.