



# English as an Additional Language (EAL) Policy

August 2022

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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 (EAL) and to deliver a broad, balanced curriculum reflecting the needs of students, providing them with the best opportunity to meet their aspirations.

### **Aims**

- To identify language outcomes for all curriculum areas and embed these into the planning document for these students.
- To assist students in developing their subject knowledge in parallel with their acquisition of English.
- To promote and encourage the development of the students' first and second languages.
- To promote academic achievement and progression opportunities 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 Director of Studies (managing EAL):**

- To monitor the progression of EAL students and ensure appropriate progression throughout their studies at OxSFC and beyond.
- 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 identify, diagnose and assess 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 SEND.
- 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 academic/technical and common 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 to communicate verbally, and that speaking 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.
- To encourage the use of task-based learning techniques across all EAL classes to ensure that students are learning collaboratively and building key skills and language to be able to progress further with their English communication.
- To encourage and support autonomous learning across the College.