

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

We recognise that linguistic and cultural diversity enrich our school and that a child's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each child's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

EAL in our School

- All new children and families are welcomed into our school.
- Staff and pupils value and make use of the cultural and linguistic diversity within the school community
- All staff offer effective models of spoken and written English.
- Focussed non-threatening speaking and listening opportunities are offered as part of our planned language development programmes
- EAL children are taught subject specific vocabulary
- All relevant staff are aware of the language needs of all EAL children.

Planning

- We provide differentiated opportunities matched to individual EAL child's needs
- The key language features of language, which are necessary for effective participation, are identified. These might be key words, grammar patterns, uses of language or genre of text.

Literacy and Numeracy

Learning activities are carefully structured and focused to take account of range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all children are able to participate fully. Grouping and setting arrangements are regularly reviewed to ensure that EAL learners have access to strong English peer role models.

Strategies Used

- Collaborative group work
- Enhanced speaking and listening opportunities
- Effective role models for speaking, listening, reading and writing
- Additional verbal support: e.g. repetition, alternative phrasing, peer support etc
- Additional visual support e.g. posters, pictures, labels, non-verbal clues etc
- Bilingual resources e.g. dictionaries, texts, word lists, etc

- Writing frames and directed activities relating to texts
- Opportunities for drama and role play
- Regular feedback from staff
- A focus upon the cultural imperatives explicit or implicit in texts
- Progressing learning from the concrete to the abstract
- Further support for language development e.g. through assemblies, extended learning opportunities, etc

The Role of the Class Teacher and Teaching Assistant

All staff are considered to be teachers of English as an Additional Language.

- The child's class teacher records progress made and completes and reviews Individual EAL Plans
- She assists the newly arrived EAL beginner to settle into the life and routines of the school
- She helps EAL children gain access to mainstream curriculum
- She works and liaises with parents to understand their needs, the needs of their children and the needs of the school.

Resources

A range of resources are used to support children's linguistic development: games, key word lists, online dictionaries, etc.

Displays and resources reflect linguistic and cultural diversity.

Monitoring and Review

All staff are responsible for implementing this policy.

The director of studies/college principal and the head teachers will monitor the policy; review will be done annually.