



**Oak Tree  
School**

# **English as an Additional Language (EAL) Policy**

|                      |                      |
|----------------------|----------------------|
| <b>Policy Number</b> | <b>V7</b>            |
| <b>Review Date</b>   | <b>November 2021</b> |
| <b>Owner</b>         | <b>Headteacher</b>   |

### Document History

| <b>Version</b> | <b>Comments/amendments</b>      | <b>Name</b>   | <b>Date</b> |
|----------------|---------------------------------|---------------|-------------|
| 1.0            | 2015 Issue                      | Graham McEwan | Sept 2015   |
| 2.0            | 2017 Issue                      | Mike Deacy    | Sept 2017   |
| 3.0            | 2018 Issue                      | Mike Deacy    | Feb 2018    |
| 4.0            | Update – no other changes made. | Mike Deacy    | Nov 2018    |
| 5.0            | No changes made                 | Mike Deacy    | June 2019   |
| 6.0            | No changes made                 | Mike Abbott   | July 2020   |
| 7.0            | No changes made                 | Mike Deacy    | Nov 2020    |

## **Introduction**

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

## **Aims**

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement schoolwide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

## **Objectives**

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

## **Strategies**

### *School/ Class Ethos*

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupils strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

### *Teaching and Learning*

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL pupils in planning
- Have high expectations; expect pupils to contribute and give you more than one word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised "silent period" when children are beginning to understand more English than they used to – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

## **Responsibilities**

### *Student Pastoral Leader*

To obtain, collate and distribute information on new pupils with EAL. This includes;

- Language spoken at home.
- Information from the previous school with regards to level of English studied/used.
- Details of curriculum at previous school

### *Head of School*

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupil's with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data is monitored

### *SEND Co-ordinator*

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an individual learning plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multi-Cultural Service

- Liaise with parents/guardians
- Support the pupils language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Headteacher on the effectiveness of the above and the progress of pupils.

*Class/Subject Teaches*

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping