



**Oak Tree
School**

English as an Additional Language (EAL) Policy

Policy Number	V10.0
Review Date	November 2024
Owner	Headteacher

Document History

Version	Comments/amendments	Name	Date
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
8.0	No changes made	Dan Stockton	Nov 2021
9.0	Change in responsibilities: Parent support worker to get 1 st hand information re:EAL English lead/tutor team to assess current understanding of English (baseline/blank level)	Dan Stockton	Nov 2022
10.0	Introduction: Clarified the definition of EAL students and the school’s commitment to inclusivity and diversity. Aims: Added the aim of promoting bilingualism and multilingualism as assets. Included an aim to foster a school environment that respects and celebrates linguistic diversity.	Dan Stockton	Nov 2023

	<p>Objectives:</p> <p>Added the objective of integrating EAL pupils' linguistic skills into the broader curriculum, not just English language learning.</p> <p>Included an objective to provide personalized support that acknowledges each student's unique language journey.</p> <p>Strategies:</p> <p>Emphasized the importance of a culturally responsive teaching approach.</p> <p>Included strategies for incorporating multilingual resources and materials in the classroom.</p> <p>Added a point on the use of technology and digital tools to aid language learning.</p> <p>Clarified the need for regular, structured opportunities for EAL students to practice English in a supportive environment.</p> <p>Teaching and Learning:</p> <p>Added the importance of scaffolding language learning to gradually increase complexity.</p> <p>Included the integration of visual aids and hands-on learning opportunities.</p> <p>Stressed the importance of ongoing professional development for teachers in EAL strategies.</p> <p>Responsibilities:</p> <p>Expanded the role of the parent support worker to include facilitating</p>		
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	<p>language and cultural exchanges between families and the school.</p> <p>Added a responsibility for the headteacher to promote a school-wide culture of respect and inclusion for linguistic diversity.</p> <p>For the English lead & tutor team, included a responsibility to regularly update their EAL teaching strategies and share best practices with colleagues.</p> <p>New Section - Assessment and Monitoring:</p> <p>Added a section on how EAL students' progress will be assessed and monitored, emphasizing formative assessments, ongoing observations, and the use of linguistic portfolios.</p> <p>New Section - Collaboration with Families and Communities:</p> <p>Included a section detailing the school's commitment to engaging with EAL students' families and communities, recognizing their role in supporting language development.</p> <p>New Section - Policy Review and Development:</p> <p>Added a point about the policy being reviewed annually to ensure it remains current and effective, with input from staff, parents, and students.</p>		
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Introduction

This policy outlines our approach to supporting pupils whose main language at home is a language other than English. We are committed to inclusivity and diversity, recognising the unique cultural, linguistic, and educational experiences these pupils bring.

Aims

Welcome and value the cultural, linguistic, and educational experiences of EAL pupils.

Implement school-wide strategies to support EAL pupils in accessing the curriculum and reaching their potential.

Help EAL pupils become confident and fluent in English to fulfil their academic potential.

Promote bilingualism and multilingualism as assets and foster a school environment that respects and celebrates linguistic diversity.

Objectives

Assess the skills and needs of EAL pupils, providing appropriate and personalised support.

Equip teachers with the knowledge, skills, and resources to support and monitor EAL pupils.

Monitor pupils' progress systematically, using data in classroom management and curriculum planning.

Maintain pupils' self-esteem by acknowledging and valuing their skills in their own languages.

Integrate EAL pupils' linguistic skills into the broader curriculum.

Strategies

Create a culturally responsive teaching environment that values cultural differences and fosters individual identities.

Recognise the potential of pupils to become bilingual adults and acknowledge the time required to achieve fluency.

Incorporate multilingual resources and digital tools in classrooms to support language learning.

Provide regular opportunities for EAL students to practice English in a supportive setting.

Teaching and Learning

Assess EAL pupils' English competence and show differentiated work in planning.

Set appropriate and challenging learning objectives, allowing for more processing time.

Encourage the use of mother tongue to explore concepts, especially during the "silent period" of language acquisition.

Use collaborative learning techniques and group children to ensure exposure to good English models.

Integrate visual aids and hands-on learning, and scaffold language learning to increase complexity gradually.

Responsibilities

Parent Support Worker: Facilitate language and cultural exchanges between families and the school. Obtain and distribute information on new EAL pupils.

Headteacher: Ensure regular liaison among staff, training availability, challenging target setting for EAL learners, and monitor the effectiveness of EAL teaching.

English Lead & Tutor Team: Oversee initial assessments, provide guidance on target setting and classroom strategies, liaise with external services, support pupils' language development, and report on progress.

Assessment and Monitoring

Assess and monitor EAL students' progress through formative assessments, ongoing observations, and linguistic portfolios.

Collaboration with Families and Communities

Engage with EAL students' families and communities, recognizing their role in supporting language development.

Policy Review and Development

Review the policy annually to ensure it remains current and effective, with input from staff, parents, and students.