



7b. English as an Additional Language (EAL) Policy

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Aims and Objectives

The aims of this policy are:

- To welcome the value and the cultural, linguistic and educational experiences that pupils with English as an Additional Language bring to BIST.
- To implement strategies to ensure that pupils with English as an Additional Language are supported in taking part in all activities at school.
- To help pupils with EAL to become confident and fluent in speaking and listening, reading and writing in English in order to reach their full academic potential.
- To encourage and enable parental support in improving children's progress and attainment.
- In Primary: to baseline assess all new pupils using the BIST EAL assessment based on NASSEA & Bell's Foundation.

Purpose

The purpose of the EAL Policy is to describe the provision for pupils with EAL, how pupils with EAL are assessed, what provision is made and how this provision is monitored.

Definition of English as an Additional Language

An EAL pupil is one whose primary language is different to English. Included in this are pupils who come from an English-speaking background but who have been educated in languages other than English. These pupils may require additional support to fully access the curriculum.

The term English as an Additional Language is preferred over terms such as bilingual or English as a Second Language, as many of our pupils are learning English as a second, third or even fourth language. This group includes a wide range of experiences, from new pupils in the acquisition stage of English language to more advanced learners of English.

Provision

EAL pupils need varying levels of provision and each of them is supported based on their individual needs. It is vital that provision is consistent across all areas of school life and is supported through activities at home.

In-class support (this is where most of the learning and support will take place)

In class support may be given to any EAL pupil, including those who are not receiving any other form of support. In-class support involves the teacher or teaching assistant working in the mainstream classroom with individual learners or in small groups. The assistant will work closely with the class teacher and is involved in the planning/assessment process to ensure that the needs of each individual pupil are identified and met. They will also ensure the EAL pupil has a learning buddy who has good English skills.

Withdrawal group support

Pupils are at times withdrawn from class and taught in a 1:1 or small group setting. The groups are normally taken from across the year group and pupils are grouped with others of a similar ability in English. During these lessons pupils are taught basic skills in English. Teaching includes a focus on the core skills of language teaching, including listening, speaking, phonics, reading, writing and grammar. They may also work on topics covered in the mainstream class at a level to suit their needs.

Supporting at home

It is very important that a pupil's native language and culture be reinforced during the process of learning an additional language. By using both languages at home, parents can help to ensure pupils achieve high standards in both languages.

Roles and Responsibilities

For the majority of their time at school, pupils with EAL will be integrated in all the same classes and activities as native English speaking pupils. Everyone in the school is therefore responsible for supporting pupils with EAL to become more fluent in English.

Parents

Partnership with parents plays a key role in enabling children with EAL to achieve their potential. The school recognises that parents have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. They can also provide a valuable source of support for their child's learning at home. All parents of children with EAL are partners and are encouraged to play an active and valuable role in their children's education.

Principal

The Principal will:

- Ensure that EAL policy is monitored, updated and reviewed.
- Ensure EAL records are maintained, including the EAL Register.
- Support and liaise with the class teacher/assistant.
- Liaise with parents, as required.
- Monitor the progress of pupils with EAL.
- Monitor the planning and assessment of the teacher/assistant.
- Provide coaching, mentoring and training for colleagues to develop their EAL strategies.
- Ensure provision is made with the annual budget for EAL resourcing; aligned to needs stemming from the in-depth analysis of assessment.

English as Additional Language Coordinator:

The EAL Coordinator will oversee that class teachers are doing the following to encourage all learners to build self-confidence to use English in a variety of contexts, including both formal and informal situations using the steps to EAL success below:

- Regularly assess the progress of each pupil adjusting lesson content accordingly showing differentiated work in their planning.
- Liaise with the SENDCO (as required) to provide valuable support in class.
- Plan lessons that complement the curriculum being taught and meet the needs of individual pupils.
- Report on pupil progress to the Principal.
- Utilise appropriate scaffolding and support resources pertinent to individual needs.
- Recognise that pupils with EAL may need more time to process answers.
- Give newly arrived pupils time to absorb English.
- Use buddy systems and group work to ensure that pupils have good role models of English.
- Ensure that there are many opportunities for talking to both adults and peers.
- Ensure all records are kept up to date.
- Provide coaching, mentoring and training for colleagues to develop their EAL strategies.

Identification, Assessment and Monitoring

Identification and Assessment

The class teacher and SLT will identify pupils with EAL in the class via the admissions assessments and the EAL/new starter assessments.

Monitoring

All pupils will be assessed and monitored on a half termly basis and progress/interventions discussed with the class teacher and with SLT at the pupil progress meetings.