

English as Additional Language

Policy

Woodside Park School

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Headteacher: Martin Nirsimloo

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1. **INTRODUCTION**

The term English as an Additional Language (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.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

1. **AIMS, OBJECTIVES & STRATEGIES**

**Aims**

* To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
* To implement school-wide 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 EAL pupils and to give appropriate provision throughout the school;
* To equip teachers with the knowledge, skills and resources to be able to support and monitor EAL pupils;
* 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**

* Recognise the child’s mother tongue; boost the child’s self-esteem;
* Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
* Identify the pupil’s strengths;
1. **TEACHING & LEARNING**
* Assess the pupil’s competence in English in relation to the National Curriculum 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;
* Group children to ensure that EAL pupils hear good models of English;
* Use collaborative learning techniques.

**Headteacher**

The Headteacher will 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 pupils with EAL reaches all staff;
* Training in planning, teaching and assessing EAL learners is available to staff;
* Challenging targets for EAL pupils; learning are set and met;
* The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

**Form Tutor/Class Teacher**

The Form Tutor/Class Teacher will:

* 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 Educational Plan for each pupil);
* Monitor standards of teaching and learning of EAL pupils;
* 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 Head on the effectiveness of the above and the progress of pupils;
* Be knowledgeable about pupils’ abilities and needs in English and other subjects;
* Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping;