2-10 English as an Additional Language Policy

This Policy applies to the entire setting including the EYFS.

Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is not English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a maximum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education. This policy sets out the School's aims, objectives and strategies concerning the needs and skills of EAL children.

Where does EAL fit in to The Mead?

As well as teaching English language as a separate subject, Mead school teachers' nurture, develop and encourage children's language potential in the classroom in ways that can be successfully incorporated across the national curriculum.

We believe that the curriculum offers an ideal platform for language learning, as it offers learners the chance to speak and listen, using English with children their own age as well as with adults.

Understanding EAL

The EAL spectrum allots different names to the specific skills being taught. These include English as a foreign language (EFL), for people coming into Britain for a short period to learn the language; English as a second language (ESL), for people who have settled in Britain; and English as an additional language (EAL), for school pupils who have settled in the UK whilst having a different language spoken at home.

Generally speaking, EAL in schools covers both English as a second language and English as a foreign language — it is for both school pupils spending a short time in Britain, and for those who have settled here permanently.

Pupils who need EAL teaching

At The Mead, we believe that it is important for all pupils to be able to access the curriculum as quickly as possible, in parallel with gaining language skills useful in both social and academic life.

We understand that it is important to make a clear distinction between EAL pupils and those with special educational needs and disability (SEND). If a pupil learning English as an additional language is discovered to have SEND through assessment of their learning achievements, teachers and specialist language staff will then work closely with the school

SENCO to enable the pupil to reach their full language potential. We also understand that EAL needs should not prevent gifted and talented pupils from being recognised as such.

Planning for EAL teaching at the Mead School
When planning for bringing pupils up to speed with curriculum subjects staff take into account factors such as:
- pupil age
- previous experience of schooling and curriculum content
- knowledge of other languages
- levels of literacy in their first or other languages.

In the Appendix a range of resources and information to help support is available for staff.

We recognise that it is important for staff to recognise and consider these factors:
- Recognising the child's mother tongue, and making it clear that speaking in their home language can be a positive part of the learning process
- Giving newly arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence has increased
- Boosting the child's self-esteem
- Viewing the cultural differences brought by the pupil to the class as a bonus, and using this in the teaching process
- Having high expectations; expecting pupils to contribute with more than one-word answers
- Using teaching strategies that do not allow any racist comments or jokes
- Allowing support from bilingual parents, volunteers or other professionals to develop children's understanding and vocabulary
- Assessing the work of pupils learning EAL in relation to the national curriculum standards and expectations as early as possible in their school career

Strategies Mead staff utilise to bring out pupils' language potential can include:
- using culturally relevant resources and learning materials
- promoting thinking and taking in first languages to support understanding
- grouping EAL learners who share the same home language
- Using ICT to enable children to develop and edit a text.

STAFF: A Webster (Head), C Peace (SENCO), R Hall (Business Manager), I Feaver (Deputy Head Academic)
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<u>Appendix</u>

Useful Guidance and Resources

The Qualifications and Curriculum Authority (QCA) website's EAL section offers guidance for EAL teachers planning inclusive lessons for new pupils who do not read, write or speak English. This includes the recommended use of ICT in the classroom, as well as lists of useful publications and resources for bilingual teaching and learning.

The National Association for Language Development in the Curriculum (NALDIC) provides a range of up-to-date advice, linked to classroom resources and research, guidance and information on teaching pupils with EAL. For those interested in specialising in the area, it provides this list of accredited postgraduate EAL courses.

The DfE's website has a very good downloadable file, developing quality tuition: effective practice in schools - English as an additional language:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183945/developing_quality_tuition_-_english_as_an_additional_language.pdf

EMA: Online support for ethnic minority attainment: Provides resources and support aimed at children and young people with English as an additional language and those from minority ethnic backgrounds https://www.mygov.scot/ema/can-i-get-an-ema/

Oxford Reading Tree Online: An online reading scheme with interactive stories and activities

The Standards Site: Includes a list of EAL-related publications

The Literacy Trust offers a list of EAL and multiculturalism resources and organisations