

# **2-10 Teaching English as an Additional Language Policy**

## **Introduction**

We recognise that over 200 languages are spoken in the homes of children attending British schools. We believe that English language teaching (ELT) is vital to an inclusive curriculum. We acknowledge that the implications of ELT stretch far beyond the classroom. It affects, and is affected by, attitudes to race and culture in society as a whole.

## **Where does ELT 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 ELT**

The ELT 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. 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 (SEN). If a pupil learning English as an additional language is discovered to have SEN through assessment of their learning achievements, teachers and specialist language staff will then work closely with our 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 our 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 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.

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## **Appendix**

### 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 British Educational Communications and Technology Agency (BECTA) offers resources for EAL teaching on its website, many of which can be downloaded or bookmarked for internet use in Key Stages 3 and 4.

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 DCSF's Standards website has a very good downloadable file, Supporting Pupils Learning English as an Additional Language, which is split into six modules including:

- raising the attainment of minority ethnic pupils
- whole class teaching
- effective use of additional adults
- guided and supported group work
- new arrivals and isolated learners
- use of the first language in the literacy hour.

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

Teachernet online publications: Offers a selection of EAL resources (simply search under EAL)

Teachernet's Points to remember when supporting pupils with EAL: A useful list of basic principles

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