



## ENGLISH AS AN ADDITIONAL LANGUAGE

<b>Status:</b> Approved	Non statutory policy
<b>Date of Next Review:</b> Autumn 2018	
<b>Responsibility:</b> Student wellbeing	
<b>Date of Approval:</b> Committee:	21 October 2015
Full Governors:	

### **Introduction**

Esher Church of England High School is a predominantly English speaking school, at the time of writing approximately 7% of the pupils are pupils with English as an additional language and there are more than 28 languages spoken. The term EAL means ‘English as an additional language’ and includes those children for whom English is not the first language learned and children who are bilingual.

### **Aims**

Our main aims:

- ✓ To create a welcoming and supportive environment that will encourage EAL pupils to participate fully in all of the areas associated with school life.
- ✓ To value and respect the cultural and linguistic identities of EAL pupils, and use these to enrich the learning of all pupils.
- ✓ To develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

### **Equal Opportunities**

EAL pupils are entitled access to the full curriculum. We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child’s home language is an essential part of the child’s linguistic development.

### **Admissions**

On admission information is requested about the child’s linguistic background. New EAL pupils are referred to the EAL co-ordinator who in conjunction with the REMA consultant carries out an initial linguistic assessment of the pupil to determine their language acquisition stage. There are four stages of language acquisition ranging from stage 1 (beginners) to stage 4 (fully competent).

### **The role of the EAL co-ordinator**

The role of the co-ordinator is:

- ✓ To maintain the EAL register.
- ✓ To act as a contact point and source of information for the EAL service.
- ✓ To attend relevant INSET and feed back to staff.

- ✓ To be responsible for resources.
- ✓ To act as a contact point for class teachers.
- ✓ To carry out an initial assessment of the pupils language development.
- ✓ To meet with class teachers on a termly basis to agree on a focus for each supported EAL pupil.
- ✓ To review each terms work and feed back to the class teacher.
- ✓ To write a report on each supported child at the end of the year. This report will accompany the class teacher's annual report.

### **Teaching**

To provide additional English language teaching through activities specific to the individual child's needs. Teaching will usually take place within the classroom although sometimes children will be withdrawn for group or 1:1 activities.

Group work is often used to develop the social skills of EAL children through interaction and the use of good role models.

### **Liaison**

It will be necessary for the EAL co-ordinator to liaise with parents and other agencies and assist with communication between home and school (if necessary).

### **Teaching and Learning**

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model.

There are three main strands to the English curriculum: speaking and listening, reading and writing, and EAL learners will receive teaching in all three areas. Work is interrelated across these three areas so that one area supports development in another. In addition children will be using English across the curriculum and throughout the day. We acknowledge that even the more advanced learners of English need continuing support in order to reach their full potential and we recognise that all pupils benefit from praise and positive correction.

### **Resources**

The teaching staff are the fundamental resource for raising the achievement of EAL learners. Resources are purchased from the Inclusion budget to help support pupils within the learning environment.

### **Planning, Assessment and Record keeping**

Classroom activities will be differentiated by task, outcome, resources and adult support – details of support can be found on weekly planning sheets. Assessment of EAL children will be in accordance with the schools assessment timetable.