

Cumnor House School for Boys and Treetops Nursery



Policy for English as an Additional Language (EAL)

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. We do not confuse EAL with learning difficulties. Should a pupil be identified as having learning difficulties, or as gifted and talented, appropriate strategies are implemented to address those needs as they are within the wider school community.

Aims

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Context

EAL pupils come from a variety of backgrounds. Most of our EAL pupils are second generation speakers of English as an additional language. We also have a few first generation speakers of English as an additional language e.g. Japanese.

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs Sue White.

Key Principles of additional language acquisition

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. Although many pupils acquire the ability to communicate on a day to day

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basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years. Language develops best when used in purposeful contexts across the curriculum.

Provision for EAL pupils at Cumnor House

The needs of EAL pupils are addressed in the following ways:

- sessions are held during the week for pupils who require extra language support
- the language demands of learning tasks are identified and included in planning
- teachers play a crucial role in modelling uses of language
- classroom activities have clear learning objectives and use appropriate materials and support to enable all pupils to participate in lessons
- key vocabulary in each subject is identified and highlighted e.g. key word lists
- enhanced opportunities are provided for speaking and listening
- additional visual support is provided e.g. posters/pictures/objects/use of gesture to support understanding
- additional verbal support is provided e.g. repetition/modelling/peer support
- discussion is provided before, during and after reading and writing activities
- scaffolding is provided for language and learning e.g. writing frames
- in English lessons, where there is a new pupil who has English as an additional language, work books which are targeted at his level of language ability are sometimes given
- referral to a private tutor out of school is made if this is considered to be of benefit to a particular pupil

Assessment

The pupils who have English as an additional language are assessed according to their level of English language competence. When marking the work/examinations of first generation speakers who have the most difficulties with English, allowance will be made for their difficulties. Content rather than language skills will be assessed.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- helping parents understand how they can support their sons at home
- emphasising the need to speak English at home whilst not compromising the development of the first language
- celebrating the diversity of nationalities within the school and wider community

Success Criteria

The success of our policy for EAL pupils is measured in the following ways:

- pupils become more confident in their attitudes to language and learning

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- pupils are prepared to take more risks with their language
- pupils improve their language skills and their attainment cross the curriculum

Concerns and Complaints

Any complaints are dealt with by the Head of Learning Support who will arrange a meeting with the parents to discuss the situation. It is hoped that through this meeting concerns can be alleviated.

Evaluation and Review

The Head of Learning Support will review the EAL policy each year. As a result of this, any amendments to the policy will be made and practice changed accordingly.