



**GESHER SCHOOL**  
ENGAGE EMPOWER EDUCATE

# English as an Additional Language Policy (EAL)

**2020-2021**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
October 2020	October 2021	Tamaryn Yartu	Kirsten Jowett

This policy should be read in conjunction with the Curriculum and associated policies.

## 1. Introduction

1.1 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.

1.2 The school policy for English as an Additional Language (EAL) reflects the consensus of opinion of the whole teaching staff and has been made available to the Governing body.

1.3 The implementation of this policy is the responsibility of all teaching and non-teaching staff.

## 2. The Nature of (Subject / Curriculum Area)

2.1 All pupils need to feel safe, accepted and valued in order to learn. The term EAL is used when referring to pupils whose main language at home is not English. Pupils who attend school with no or little knowledge of English need every encouragement to learn the language to support their learning which encourages the appreciation of international and cultural diversity. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we recognise that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education to appreciate different cultures and promote language awareness.

2.2 EAL pupils are entitled to the full Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content. The school values the contribution which ethnic minority children make through bringing their culture and language to enrich the school environment. The school shall provide the means for ethnic minority children to achieve their full academic potential. The school shall endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

## 3. Entitlement

3.1 Gesher school will encourage and support to become competent and fluent in English so that they can achieve their full academic potential. 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 minimum 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 and Equality Act 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

3.2 EAL pupils will have access to learning that requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit as language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

## 4. Implementation

4.1 Gesher school will provide an inclusive curriculum which supports pupils with EAL needs using learning styles most appropriate to EAL learners. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Access to a quality curriculum, rigorous assessment and monitoring allows us to identify individual pupil's needs and recognise and build on skills. Staff will promote home languages in the school and classrooms and use these to aid pupils learning.

4.2 Teachers teach lessons taking into account ways to support bilingual learners. Classroom activities have clear learning objectives and outcomes and use appropriate materials and support to enable pupils to participate in lessons. In class, pupils are taught to learn using a variety of strategies. Teachers promote an inclusive environment in class, and therefore, use learning aids as appropriate with additional visual support used including pictures, photographs, objects, signs and symbols.

4.3 Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, will be identified with enhanced opportunities provided for speaking and listening, including demonstration and use of gesture.

4.4 All staff are encouraged to use ICT within their teaching. All teachers are in possession of an iPad and classrooms are equipped with interactive whiteboards.

4.5 Activities will be planned so they meet the full range of the pupils' needs, regardless of race, gender or disability. All students should develop an enjoyment of learning and a positive attitude towards the subject is encouraged in both boys and girls.

4.6 EAL pupils access opportunities within all subjects across the curriculum and teachers seek to take advantage within learning experiences to draw knowledge and skills out of a wide range of activities.

4.7 All activities involving students and staff will be organised within the framework and guidelines of the School Health and Safety Policy.

## 5. Assessment

5.1 All EAL pupils are entitled to assessments as required. If needed, the school will request assistance to determine an assessment package suitable to pupil needs. We will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils. EAL and bilingual pupils will be assessed to determine their cognitive level and linguistic repertoire. For all ethnic minority pupils, account will be taken of their educational background. The class teacher will also ensure that differentiated work, 'suited to the child's intellectual ability is provided, being mindful of the particular level of English usage.

## 6. Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for SEND and EAL;

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher/and or Deputy Headteacher**

The Headteacher and/or Deputy Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- Support teaching and learning for children with EAL if appropriate
- provide resources to support this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of Teaching Staff**

Teaching staff will:

- take into account this policy when planning, teaching and assessing children's learning
- use appropriate resources to support EAL children

- adapt lessons, content and vocabulary where applicable
- report assessments to pupils, parents and school personnel;
- keep up to date with new EAL initiatives;
- attend in-house training

Teachers **planning** will show:

- the key concepts to be taught;
- differentiated materials and appropriate resources
- the use of visuals to support learners understanding
- the use of role-play to develop everyday language
- opportunities for children to talk
- **The use of appropriate EAL strategies, such as scaffolded learning using key visuals and collaborative activities**
- **pre-teaching key vocabulary and concepts**

### **Role of Pupils**

Pupils will be supported to:

- build confidence and pride in their acquisition of the English language;
- have access to word banks, vocabulary, pictures, symbols and the use of ICT;
- Have opportunities to develop proficiency in their first language;
- produce work to their best ability;
- listen carefully to all instructions given by the teacher;
- have opportunities to ask for further help if they do not understand;
- be made aware of learning objectives;

### **Role of Parents**

Parents will:

- be made aware of this policy
- encourage effort and achievement;
- encourage completion of home learning and return it to school;

- provide the right conditions for home learning to take place;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- have open communication with the teacher and therapists to ensure maximum success for the pupil

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- reports such termly report to parents and Headteacher reports to the Governing Body

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by teachers, the Headteacher and the nominated governor.

Monitoring will include regular lesson observations, discussions with children and staff, work scrutinies.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.