



English as an Additional Language (EAL) Policy

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the Steiner Academy Exeter (the School's) aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils, and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in Lower School or Kindergarten department meetings in order to make decisions about classroom management and curriculum planning.

School/Class Ethos

- Classrooms are arranged to be socially and culturally inclusive;
- Teachers recognise the child's mother tongue, identifying their strengths and boosting the child's self-esteem, and enabling the child to become a bi-lingual;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a child appears orally fluent.



Assessment

The child's needs should be identified during the admissions process:

- The Admissions Officer will report/collect information about children's additional language needs; this will be passed to the child's class teacher.
- A meeting with the child's class teacher and the parent/carer begins the process of ongoing evaluation to meet the child's individual needs.
- Following the above, lessons will be planned appropriately.
- The teacher will keep a record of the child's progress and communicate this (together with reviews and new actions) to the EAL Coordinator at the end of each term.
- The teacher will meet with parents once each term to review progress and pass a copy of this meeting to the EAL Coordinator.

Teaching and Learning

Staff can help children learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Giving newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
 - Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.

Access and Support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Teaching Assistant in the classroom.
- Where necessary, withdrawal support may take place.

Kindergarten

In the kindergarten, the school curriculum helps pupils learning English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.



- Teachers and assistants refrain from talking to children in an abstract manner but instead talk about what is concrete and present that the children are experiencing.
- The daily repetition of stories and rhymes in circle time offers time for the children to absorb a rich experience of spoken English.

Responsibilities

Admissions Officer

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

Teachers

- All involved in teaching EAL learners liaise regularly (by using departmental meeting time).
- Teachers communicate all EAL learners' progress to the EAL Coordinator at end of each-term.
- Teachers meet with parents of all EAL learners to update them on progress at least once each term (and pass a record from this meeting to the EAL Coordinator).
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping.

EAL Coordinator

- Reviews EAL Policy at least annually.
- Monitors EAL pupils' progress termly.

Reviewed by: Sarah O'Neill (EAL Coordinator)

Reviewed on: February 2017

Next Review: February 2018