English as an Additional Language Policy

St James Senior Boys' School

Aims of the Policy

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.

Introduction

St. James is committed to providing additional support for all pupils accepted into the School whose first language is not English. The aim is to enable them to become fully fluent in their use of written and spoken English so that future opportunities are not restricted. It is also the aim that fluent capacity in the English language be achieved as quickly as possible, so that the pupil does not feel alienated from what takes place both in class and socially.

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. (Refer to school Equal Opportunity Policy)

Key Principles of additional language acquisition

• EAL pupils are entitled to the full Academic Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

• 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.

• Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued.

• Although many pupils acquire the ability to communicate on a day to day 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 a number of years.

• Language develops best when used in purposeful contexts across the curriculum.

• The language demands of learning tasks need to be identified and included in planning.

• Teaching and support staff play a crucial role in modelling uses of language.

• Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

• ***A clear distinction should be made between EAL and Special Educational Needs.***

Assessment

• All EAL pupils are entitled to assessments as required.

• Heads of Learning Support Staff have regular liaison time with Head of Lower and Upper School to discuss pupil progress, needs and targets.

• Progress in the acquisition of English is regularly assessed and monitored.

• Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

• Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

• Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

• Staff speak to subject teachers informally about pupils' developing use of language.

• When planning the curriculum, staff should take account of the linguistic background of families.

Teaching Strategies

• Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

• Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.

• Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.

• Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.

• Additional verbal support is provided, e.g. repetition, modelling, peer support.

• Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

• Discussion is provided before, during and after reading and writing activities.

• Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Materials

At St James we try to provide appropriate materials such as dictionaries, electronic translators and key word lists (if needed). Videos, maps, I.C.T. and story props also give crucial support.

Special Educational Needs and Gifted and Talented Pupils

• Most EAL pupils needing additional support do not have SEN.

• Should SEN be identified, EAL pupils have equal access to school's SEN provision.

• If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

• providing a welcoming induction process for newly arrived pupils and their families/carers.

• using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

• identifying linguistic, cultural and religious background of pupils.

• acknowledging the achievements of EAL pupils.

Entry to the School

Information is gathered about:

• pupils' linguistic background and competence in other language/s

• pupils' previous educational experience

• pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is **Cora Wren**

Communication Process:

Responsible:

1) Form Teacher

2) English Teacher

3) EAL Co-coordinator in SEN department

Further Whole-school Action

Where Simplified texts are available, these should be provided to support class text.

Policy Written by: **Virginie Quartier; updated by Cora Wren**

Reviewed by: **Headmaster and SMT**

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Approved by: **…………………………………….**

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Date: **…………………………………….**