

English as an Additional Language

Issue Date: September 2016, reviewed September 2017, 2018, 2019 & 2020
Review Date: This policy will be reviewed and revised by the administration team on a biennial basis.
Endorsement: Full endorsement to this policy is given by:

Name: Thais Bishop
Position: Brighton Waldorf School Trustee

Signed: 

Date: 03/09/2021

Prepared using the DfE publication Developing Quality Tuiton, Effective practice in schools, English as an additional language 2011

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 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. ·To provide ongoing communication about their progress with their parents. We encourage that parents participate.

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 work collegiately to be able to assess and monitor these children's needs and make any necessary decisions about classroom management and curriculum planning;

School/class ethos

- Classrooms are arranged to be socially and culturally inclusive; ·Teachers are aware of the child's mother tongue, and support their strengths and allow the child's self-esteem to grow, therefore 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:

- 1.The admissions co-ordinator 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.
- 2.Following the above, lessons will be planned appropriately including any extra lessons required..
- 3.The teacher will keep a record of the child's progress and communicate this (together with reviews and new actions) with the parents regularly as required.

Teaching and Learning

Staff can help children learn 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;
- Through the rhythm, repetition and routine of the school, through poems, songs, rhymes and verses. All of these activities provide structure to strengthen, develop and help enhance their learning of the English language.
- 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;
- Encourage 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 one to one support may take place. Care will be taken for pupils not to be removed from craft or sports activities where they may be doing well, nor from key subjects such as maths, science or any subject in which they show particular aptitude or interest.

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

- 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 poems, verses and songs in rhythmic time offers time for the children to absorb a rich experience of spoken English.

Responsibilities Admissions manager

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

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

Teachers

- All involved in teaching EAL learners liaise regularly during Pedagogical meetings
- Class Teachers communicate all EAL learners' progress regularly and as needed.
- Class Teacher's assign a 'buddy' to new pupils to assist with their integration and especially to support them with communication in the early stages.
- Teachers meet with parents of all EAL learners to update them on progress regularly and as needed and record the meeting.
- We would discuss the needs of these pupils further if, in our professional judgment, appropriate progress is not being made.
- Parents and staff are aware of the school's policy on pupils with EAL;
- Relevant information on pupils with EAL reaches all staff;
- Training in planning, teaching and assessing EAL learners is accessed; ☑ Challenging targets for pupils learning EAL are set and met;
- Be knowledgeable about pupils' abilities and needs in English and other Subjects;