



Outcomes
First Group

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



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1.0 INTRODUCTION

New Barn School seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and pupils to succeed, both academically, socially and emotionally.

We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual's abilities and encourage them to develop to their full potential. Everyone is valued highly and the values of honesty, co-operation, sensitivity, tolerance and mutual respect for others are fostered.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of a structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extracurricular activities and educational visits.

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. 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.

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.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

EAL pupils are entitled to the full Curriculum programmes of learning, 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. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible. 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.

A clear distinction should be made between EAL and Special Needs

3.0 EDUCATIONAL NEEDS ASSESSMENTS

All EAL pupils are entitled to assessments as required. Additional specialist support may be required to visit New Barn School. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils. Staff have regular coaching time to discuss pupil progress, needs and targets. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

4.0 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 regularly observe, assess and record information about pupils' developing use of language. When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

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



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