



Peponi School

## English as an Additional Language Policy

### Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. It must be noted that pupils who have English as an Additional Language (EAL) do not necessarily have SEN. Pupils who have EAL could, however, have SEN but this should only be confirmed if an assessment has been done, usually using their own language.

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.

This policy sets out Peponi School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

### Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

### Objectives

- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to support classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### Identification

The Head of Faculty (EAL) will conduct an assessment to identify EAL needs using both verbal and written activities involving both the pupil and their parents.

## **Strategies**

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability of a pupil. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all pupils is the responsibility of all teachers.
- There will be liaison between mainstream faculties and the Learning Support faculty to discuss language development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including extra classes for complete beginners in English; the provision of in-class support including encouraging the use of a dictionary and work in small groups where appropriate.

## **Teaching and Learning**

In order to ensure that we meet the needs of EAL pupils, the Head of Faculty (SEN) will:

- Assess the pupil's fluency level as soon as possible
- Assist teachers in developing differentiated work for EAL pupils
- Advise teachers on strategies to employ to reinforce understanding and meaning to develop language in context

Teachers will:

- Ensure EAL pupils to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including setting of appropriate extended tasks
- Recognise that EAL pupils need more time to process answers and to complete extended work
- Pair pupils with proficient English speakers to ensure appropriate modelling of the language.
- Use collaborative learning techniques.

If after assessment and deemed necessary by the Head of Faculty EAL pupils will be offered one to one lessons to support their learning.

### **Document History**

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