



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

RGS Springfield
May 2020

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English as an Additional Language (EAL) Policy

To be read alongside the Equal Opportunities Policy

Aims

- To identify Pupils who have English as an Additional Language
- To monitor their progress
- To ensure that the teaching encourages all EAL pupils to progress academically and to intervene should this progress fall below expectations
- To ensure that EAL children are fully integrated in school life
- To ensure every child's first language and culture is valued by staff

We aim to work closely with parents to ensure the child's own language and culture are celebrated and embraced within the curriculum and within the classroom in every year group at Springfield. This policy applies to the whole school, including the EYFS.

Teaching and Learning

EAL teaching and learning takes place within the mainstream and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum and context of the school as a whole.

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons and activities.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language may be much more advanced than their academic language which can take 7-10 years to reach native-speaker levels).
- Teach topic and/or subject relevant vocabulary and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide language role models for social interaction in the classroom and through 1:1 lessons if necessary.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils, e.g. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.

The names of new pupils who have been identified as English as an Additional Language will be noted on ISAMs on the Learning Support register by the Headmistress or Head of Early Years and the Head of Learning Development will be informed. Pupils who are bilingual will also be noted on ISAMs using the notation AL (Additional Language).

When a pupil with EAL joins the school, all staff will be informed.

Early Years

Pupils joining in Early Years will have their language needs and ability informally assessed by staff. Any specific language needs identified will be shared with staff and Learning Development.

The screening processes in Reception class highlight any of the main areas of difficulty. We use the Language Link Programme to assess receptive language (instructions, verb tenses, reasoning etc).

If difficulties are identified we follow the “waves of intervention” as recommended within the programme and in our Learning Development Policy. School intervention recommends small group work and School intervention plus recommends the school liaises with external professionals.

Years R-6

Pupils joining in Dragonflies (Reception) through to Year 6 will be assessed in expressive language using the BPVS screening. This allows a picture of the pupil’s underlying ability to be gauged.

Pupil’s language needs will be informed and assessed by teacher assessment and observation of his or her use of language – If it is felt a child needs individual support to assist their progress and development, following consultation with parents and staff and once agreement has been reached, the Learning Development department will provide this. Individual support will often have been provided intensively on joining, with regular half-termly reviews to monitor language acquisition.

Any difficulties or unusual delay in acquiring language or other issues should be raised with Learning Development department, as EAL needs may coexist with SEN and specialist SEN support may be appropriate.

Sponsor : Laura Brown

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Next review August 2016

Endorsed on the 4th day of October 2013 by the Education Committee

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Reviewed and minor amendment only July 2018 Laura Brown

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Reviewed and no amendment necessary July 2019 Laura Brown

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Endorsed on the 12th day of May 2020 by the Education Committee