Woodchurch High School

A Church of England Academy

ENGLISH AS AN ADDITIONAL LANGUAGE
POLICY DOCUMENT

Approved by the Curriculum Committee: Spring 2017
Approved by the Full Governing Body: Spring 2017

Contents

1.   Introduction/Policy Statement

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 recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, celebrating diversity, emphasising common values and challenging prejudice. (Refer to school Equalities Policy).

2.   Aims of 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.

3.   Wirral Context

- EAL pupils come from a variety of backgrounds. Some are from well-established communities such as Bangladeshi and Chinese, while others are new to the language and culture of this country.
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.
- There are currently more than seventy languages spoken in Wirral schools.

4.   Context of School

At our school there are a small number of pupils who have English as an additional language. 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.

5.   Principles of Additional Language Acquisition

- EAL pupils are entitled to access the full curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for 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 it in the school environment wherever possible.
- 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 up to seven 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 correct uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction is made between EAL and Special Educational Needs.

6.   Assessment

- All EAL pupils are entitled to assessments as required.
- The Minority Ethnic Achievement Service (MEAS) is available to support with this if needed.
- Progress in the acquisition of English is regularly assessed and monitored.
- Staff should have regular liaison time to discuss pupil progress, needs and targets.
- All assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

7.   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 language 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.

8.   Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable EAL pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, grammar, 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. preteaching, repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

9.   Materials

Our school provides appropriate materials such as dictionaries, key word lists, I.C.T., films and maps.

10.   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.

11.   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 and establishing contact with the wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.

- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

This policy is to be reviewed on a regular basis.