ST MARY'S WORCESTER
POLICY ON CHILDREN WITH ENGISH AS AN ADDITIONAL LANGUAGE

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 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 fluent in English in order to be able to fulfil their academic potential

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- 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 in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Strategies

School/class ethos

- Recognise the child's mother tongue and boost the child's self-esteem, always bearing in mind her potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL pupils in planning

- Have high expectations; expect pupils to contribute and give more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give 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)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques

Responsibilities

Early Years Manager, Head of Prep Dept., Directors of Learning KS3, 4, 5

To obtain, collate and distribute information on new pupils with EAL to include:

- Language(s) spoken at home
- From the previous school, information on level of English studied/used
- Details of curriculum at previous school

Headmistress

To ensure that:

- All involved in teaching EAL learners liaise regularly
- 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 available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed

SENCO

- Oversee initial assessment of each pupil's standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work
- Complete an Individual Learning Plan or IEP for each pupil
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with parents/guardians
- Support each pupil's language development both in class and by withdrawal (for 1- 1 work) as appropriate

- Report to the Headmistress and Head of the Prep Department on the effectiveness of the above and the progress of pupils

Class/Subject Leader

- Be knowledgeable about each pupil's abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping

Reviewed by	**Catherine Jawaheer – January 2011**
Adopted by Trustees Meeting	**3rd December 2009**