



Inspiring All to Excellence



Anker Moor Primary Academy

English as Additional Language Policy (EAL)

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Rationale

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures. At the heart of the policy is the importance of ensuring that the needs of pupils, who have English as an additional language, are met in our pursuit to provide opportunities for all children.

Through the delivery of equality, diversity, belonging and cohesion, our aim as a school is to:

- Remove barriers;
- Ensure equal access to the National Curriculum;
- Promise that all children achieve their potential educationally, socially and emotionally;
- Provide a welcoming, caring and safe classroom and school culture where everyone is accepted, valued and nurtured.

Objectives of the EAL Policy

- To ensure all EAL children become fluent English speakers as quickly as possible.
- To support all EAL children in their acquisition of English language skills.
- To enhance staff expertise so that all EAL children achieve highly (ensuring children achieve their potential and that no assumptions are made).
- To monitor, evaluate and review teaching and learning to meet EAL children's needs.

Key Principles of additional language acquisition

- The home language of all pupils should be recognised and valued.
- EAL children are entitled to the full National Curriculum programmes of study.
- Word meaning and vocabulary should be taught so that EAL children can access each curriculum subject; this should be planned for.
- Language develops most effectively when used in meaningful contexts across the curriculum.
- Teaching and additional adults (in all aspects of the school day) play a crucial role in modelling uses of language.
- Teachers know the difference between EAL and Special Educational Needs.

Assessment

- The appropriateness of testing is considered based on children's specific stage of learning English.
- Small group and one to one learning opportunities will take place to support opportunities to assess children formatively.
- EAL children are assessed (in a sensitive and age appropriate manner) in line with the school's assessment procedures.
- On-going teacher assessments along with PIRA, PUMA, GAPS and FFT estimates will be used as part of the whole school assessment system.
- Formative assessment within the classroom will ensure that specific needs (strengths and gaps) are identified and planning/resources adapted within and after a lesson to target the progress of children.
- Staff have the opportunity to discuss pupils' progress, needs and targets at pupil progress meetings.

Teaching Strategies

- The extension of pupils' vocabulary is a priority across the school, and children are consistently introduced to new words and phrases e.g. on learning objectives, Interactive Whiteboards, displays, Vivacious Vocabulary homework.
- Enhanced opportunities are provided for speaking and listening, including presentational talk, and use made of drama techniques and role play. This is particularly evident in literacy.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided when needed to support understanding.
- Additional verbal support may also be provided.
- Opportunities for purposeful talk supports active participation.
- Discussion is provided before, during and after reading and writing activities, ensuring good levels of understanding by pupils.
- Staff scaffold language and learning, for example through talk, delivery and lesson content.

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, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- helping parents understand how they can support their children at home.

Roles and Expectations

The role of EAL learners in the context of this policy is to:

- Take an active and enthusiastic part in their learning.
- Use resources, ask questions and collaborate to support their learning.
- Be an active participant in personalising and extending their own learning at school and at home.

The role of all teachers in the context of this policy is to:

- Use appropriate teaching strategies.
- Use formative and summative assessment to meet learners needs more precisely.
- Select the most appropriate strategies to teaching learners within EAL.
- Identify (an) area/s where they require further training in relation to EAL.

The role of leaders and the Headteacher in the context of this policy is to:

- Use monitoring exercises to identify successes and next steps.
- Identify training requirements and priorities to gain even greater knowledge, understanding and confidence.
- Provide time for staff to discuss and share effective learning and teaching experiences.
- Provide opportunities for staff to learn from others.

The role of Governors in the context of this policy is to:

- Agree and review the EAL Policy on a regular basis.
- Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning.