



English as an Additional Language (EAL) Policy

Newbury Academy Trust

September 2017

Teaching and Learning Policy for Students with English as an Additional Language (EAL)

1. Introduction

- 1.1 "Academy", "Academy Trust" all refer to Newbury Academy Trust, Love Lane, Newbury, Berkshire, RG14 2DU. School refers to one of the three schools within the Newbury Academy Trust, Trinity School, Love Lane, Newbury, Berkshire, RG14 2DU; Fir Tree School, Fir Tree Lane, Newbury, Berkshire, RG14 2RA; Speenhamland School, Pelican Lane, Newbury, Berkshire, RG14 1NU.
- 1.2 The term Governor refers to both Full Governing Body Trustees and Local Governing Body Governors.

2. Aims

- 2.1 To provide a safe, welcoming, nurturing environment where all students including those with English as an Additional Language are accepted, valued and encouraged to participate.

3. Objectives:

- Raise achievement of EAL students.
- Recognise the specific needs of EAL students and provide appropriate support.
- Celebrate the skills and cultural diversity which EAL students bring to our school community.

We want our EAL learners to become confident and competent speakers of English, able to access the curriculum and gain appropriate accreditation.

4. Key principles

- 4.1 EAL learners will benefit from a supportive and inclusive ethos in the following ways:
- A welcoming and thorough induction.
 - A personalised curriculum which takes account of their linguistic and cultural background.
 - Teaching and learning strategies which maximise their ability to acquire language.

5. A welcoming and thorough induction

- Meeting with parents, child/ren and the Headteacher.
- The Headteacher passes on information about new arrivals to the SIMS manager, EAL Coordinator and class teacher.
- The EAL Coordinator/class teacher arranges assessment with the Ethnic Minority and Traveller Achievement Service and carries out own assessment checks appropriate to the age of the student to determine additional support where required.
- For Secondary EAL students, the EAL Coordinator and the Head of Modern Foreign Languages (MFL) assess whether the student would benefit from taking an additional language or being withdrawn from MFL for extra English support.
- For secondary EAL students, they are placed in appropriate set (middle – high so they benefit from articulate peers).
- Student paired up with a “buddy” who shows them round, checks they are OK and hopefully sits with them in some lessons.
- Student’s English level and other information circulated to staff.

6. A personalised curriculum which takes account of their linguistic and cultural background

- The EAL Coordinator meets student to check s/he is settling OK.
- The Headteacher meets students after 3-4 weeks to check they are settling and communicates with parents.
- In lesson support provided by the EAL Coordinator and teaching assistants.
- After school support sessions, available to all EAL learners.

7. Teaching and learning strategies which maximise their ability to acquire language

- Strategies shared via briefing and displayed in staffroom.
- Resources for beginners, intermediate and advanced learners available on O drive at Secondary level (teachers ⇨ SEN ⇨ EAL) and via the EAL Coordinator at Primary.
- Students provided with bilingual dictionaries which they have on desk every lesson
- Teachers use relevant software, websites (see below).
- Teachers use visuals, role-play and active demonstrations to engage learners.
- Faculties identify Key Words which students need to understand.
- Faculties provide differentiated class and homework activities.
- Staff brief Teaching Assistants and Inclusion on upcoming topics so they can pre-teach students.
- Staff accept that EAL students may be silent in lessons especially when they have first arrived in the UK and have very little English. Silence does not equal passivity and non-verbal activities (e.g. responding with a movement as part of a starter) can enable students to join in without feeling threatened.
- Where possible bilingual Teaching Assistants will support students in the classroom and may use the home language to enable the student to access the curriculum.
- Where possible, students will take GCSE in their home language.

- Students in the Early Years Foundation Stage can be assessed against the Early Learning Outcomes using their home language in all areas apart from communication, language and literacy.

Authorised by	Resolution of the Board of Trustees
Date	11 th October 2017
Effective Date of the Policy	12 th October 2017
Effective Date for Review	11 th October 2019

Useful websites

<http://www.collinslanguage.com/extras/resources/talk60/>

<http://myweb.tiscali.co.uk/beginners/index.htm>

<http://premierskills.britishcouncil.org/fun/you-are-the-ref?page=1>

<http://learnenglishkids.britishcouncil.org/en/>

<http://englishlanguagespacestation.com/>

<http://www.bbc.co.uk/skillswise>

<http://translate.google.com/>

<http://www.ilovelanguages.com/index.php?translate=yes>
