



English as an Additional Language (EAL) Policy

Newbury Academy Trust

December 2019

Teaching and Learning Policy for Learners 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 learners including those with English as an Additional Language are accepted, valued and encouraged to participate.
- 2.2 To help EAL learners to become confident learners and to acquire the English language skills they need to be able to fulfil their academic potential.

3. Objectives:

- Raise achievement of EAL learners.
- Recognise the specific needs and skills of EAL learners and provide appropriate support.
- Celebrate the skills and cultural diversity which EAL learners bring to our school community.
- To maintain learners' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

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 English as an additional language.
- 4.1.1 A welcoming and thorough induction

In order to ensure that we meet the needs of EAL learners, NAT will implement the following:

- 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/s.
- 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 learner to determine additional support where required.
- For Secondary EAL learners, the EAL Coordinator and the Head of Modern Foreign Languages (MFL) assess the learners' fluency level and whether the learner would benefit from taking an additional language or being withdrawn from MFL for extra English support.
- For secondary EAL learners, they are placed in appropriate set (middle – high so they benefit from articulate peers).
- Learner paired up with a "buddy" who shows them round, checks they are OK and hopefully sits with them in some lessons.
- Learner's English level and other information circulated to staff.

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

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

4.1.3 Teaching and learning strategies which maximise their ability to acquire English as an additional 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.
- Learners provided with bilingual dictionaries which they will have on their 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 learners need to understand and translate.
- Faculties provide differentiated class and homework activities.
- Staff brief EAL Coordinator and Inclusion on upcoming topics so they can pre-teach learners.
- Staff accept that EAL learners 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 learners to join in without feeling threatened.

- Where possible bilingual Teaching Assistants will support learners in the classroom and may use the home language to enable the learner to access the curriculum.
- Where possible, learners will take GCSE in their home language.
- Teachers will recognise that EAL learners need more time to process answers and to complete extended written work.
- Staff will allow learners to use translation apps/mobile devices to aid communication.
- Learners 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	The Board of Trustees
Date	11 th December 2019
Date for Review	December 2021

Useful websites

<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>

<https://cambridgeenglish.org>

<https://premierskillsenglish.britishcouncil.org>

<https://www.britishcouncil.org/english>