****

 **EAL Policy**

**Purposes**

* To promote equality of opportunity for all learners for whom English is an additional language.
* To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
* To ensure EAL pupils reach their full potential.

**Guidelines**

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. To promote and encourage the development of the children’s first languages in order to facilitate concept development in tandem with their acquisition of English.
3. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
4. To use key visuals and other strategies to support children’s access to the curriculum.
5. To ensure that language and literacy are taught within the context of all subjects.
6. To ensure that learners not yet fluent in spoken English are entitled to receive planned support for their oracy and literacy skills.
7. To actively liaise with parents to help them to support their children’s learning.
8. To facilitate parents’ access to school life by providing dual language information and bilingual support where possible.
9. To use first language assessment to ensure the accurate identification of SEND when necessary.
10. To monitor assessments, through cohort tracking, by language and ethnic group and to set targets to address any underachievement identified.
11. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
12. To celebrate multilingual skills and promote linguistic diversity with all pupils.

**We will do this by:**

* Developing schemes of work and plans that provide opportunities to explore ideas orally and collaboratively
* Modeling good literacy and language skills
* Providing pupils with a range of texts, including dual language books, in order to scaffold and support pupils with EAL
* Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
* Use speaking and listening strategies to develop subject learning
* Plan for teaching and learning of subject-specific vocabulary
* Develop active reading strategies to increase pupils’ ability to read for a purpose and engage with a variety of texts.
* Model writing for key text types within their subject.

**Language and literacy experiences of EAL learners**

* Some pupils already have good language and literacy skills in two or more languages
* Some pupils are beginner EAL learners have never learnt to read or write in any language.
* Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
* Some pupils have SEN with language or literacy needs

**All** these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the Early Years and primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

**Beginner EAL learners**

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into teaching and learning experiences most of the time.

This enables them to

* develop oral fluency quickly
* immediately feel part of the school
* develop language in context
* experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from learning opportunities.

**Teaching strategies to support EAL beginners**

* Provide a classroom rich in oral experiences
* Enable pupils to draw on their existing knowledge of other language/s
* Encourage and use bilingual support from other students and staff
* Use translated materials and bilingual books
* Allow students time to practice new language
* Use visual support of all kinds (diagrams, maps, charts, pictures, etc)
* Develop card sorting, sequencing and matching activities

**Developing language and literacy skills**

In order to be fully literate, pupils need to be able to understand how we adapt our every day speech into formal, written texts.

**Learning through talk**

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

**Teaching strategies**

* Provide pre and post listening activities
* Allow students to do some assessment orally
* Ask students to rehearse answer with partner before answering
* Use additional adults to support discussion groups

**Learning from text**

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

**Teaching strategies**

* Make the purpose of reading explicit
* Read aloud to pupils
* Teach pupils how to find their way around text books and use index, contents, etc.
* Show pupils how to write questions before starting research
* Help pupils decide whether to scan or skim read or close read
* Ask pupils to transfer information from text to diagrams
* Encourage and show pupils how to use books for research and pleasure

**Learning through writing**

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

**Teaching strategies**

* Make sure pupils are clear about the purpose and audience for their writing
* Point out the differences between speech and writing
* Help pupils use appropriate level of formality
* Give pupils model texts before asking them to write
* Show pupils how to organise writing using planning frameworks, etc
* Support extended writing with frames and key connectives to link ideas.
* Ask pupils to evaluate, correct and redraft their writing

**Policy Agreed by Directors on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed:**

**Review on:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**