



STONE LODGE SCHOOL

EAL Policy

Date Drafted	January 2023
Date Agreed with Governors	January 2023
Date to be reviewed	January 2025

Monitoring, Evaluation and Review

The Governing Body will review this policy at least at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



Introduction

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research shows that those new to English will acquire conversational fluency in two years, but can take up to five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations (Amendment) Act of 2000 which seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.

This policy sets out the school's aims, objectives and strategies with regard to the needs of EAL students.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Stone Lodge School.
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their potential.

Objectives

- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use the data to inform teaching strategies, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Assessment

The School Registration form will identify pupils where English is their second language. Students will be monitored for fluency through the Bell Foundation assessment and monitoring process. This will be reviewed mid-year to monitor progress and identify any support required.

Strategies

There will be a positive and effective language ethos, showing:

- An understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's first language. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
- That the language development of all students is the responsibility of all teachers and teaching support staff.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their lesson planning, classroom teaching and student grouping.
- Support will be provided in various forms, including the provision of in-class support and work in small groups where appropriate.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- Assess the student's fluency level as soon as possible
- Show differentiated work for EAL students
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- Have high expectations, expect students to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks

- Recognise that EAL students need more time to process answers and to complete extended work
- Give newly arrived students time to absorb English, bearing in mind that there may be a “silent period” when those new to the language understand more English than they use
- Allow students to use their first language to explore concepts when appropriate
- Group students so that EAL students hear good models of English
- Use collaborative learning techniques

Spoken and written communication between the students and teaching and non-teaching staff, and between the school and parents and the local community, will be positive and appropriate, including the use of students’ home languages.

Access and Support

All students will follow the full school curriculum. The school will provide texts and resources that suit the students’ ages and levels of learning. Where appropriate, and if resources allow, EAL pupils may be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.