

Featherstone High School



EAL Policy

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Ratified by governors on:
20th June 2011

To be reviewed: 2013

Featherstone High School believes that every student has the right to be challenged whatever their ability and encouraged to develop to his or her full potential. This applies to all aspects of their education – be it their teaching and learning, their achievements or their wellbeing.

At Featherstone High School we encourage all our students to aim for the highest possible standards. We take into account each student's individual needs and experiences in order to support them to become effective independent learners and thereby to achieve their maximum potential

As a school we are committed to providing a challenging curriculum for all our students. In addition, we provide opportunities to identify and in turn nurture those students who are learning English as an additional language. As a school we recognize the importance of community languages and the ability of our learners to acquire other Languages. We believe that being a speaker of more than one language is not a disadvantage to educational achievement; in fact multilingualism is often associated with success.

All students have an entitlement:

- To lessons that stimulate, engage, challenge, inform, excite and encourage dialogue with the teacher, as well as with other students to ensure active participation in the lesson.
- To skilled, well informed and prepared teachers who have knowledge and understanding of whole-school needs and policies, especially those concerning issues related to those students identified as EAL.
- To a rich and varied curriculum (courses) that lead to examinations and accreditation.
- Beyond subject teaching, including preparation for adult life and the world of work.
- To enrichment programmes including extra-curricular activity, personal and social education, careers guidance and visits to local industry, work experience and community service.

EAL and Inclusion

As a school we strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

- The importance of the pupil's first language and the additional experience and perspective that this brings to the school is recognised and valued.
- All new pupils are screened diagnostically on entry by the EAL Coordinator T Nagaoka to ascertain their level of listening, reading, writing and speaking skills.
- Results from the diagnostic tests; including any information regarding the history of an EAL pupil's English language learning is passed on to the TLR1 Pupil Progress and teaching staff.
- EAL pupils should be taught subject specific vocabulary for English, Mathematics, Science, as well as for other subjects where appropriate.
- All school staff, including Teaching Assistants and Learning Mentors, are made aware of the linguistic needs of individual EAL children.

- The EAL Coordinator works collaboratively with teaching staff and the TLR1 Year teams to support the English needs of a pupil as effectively as possible in order to narrow the attainment gap between EAL pupils and their peers.
- In addition to providing strategies for in class support the EAL Coordinator manages an EAL support programme before and after school for children with English as an additional language; in order to develop their listening, speaking and writings skills for new arrivals.
- Staff endeavours to support children with English as an additional language to develop positive self belief through encouragement and guidance.
- Parents are kept fully informed about the EAL progress of their child through target setting days and curriculum evenings.

Teaching and Learning

At Featherstone High School all children follow the requirements of the National Curriculum, including children with English as an additional language. Therefore English is best learnt through the curriculum; children with English as an additional language are encouraged to play as full a part as possible in class activities from the start. Teaching staff use a variety of teaching methods to help children who are learning English as an additional language to develop their spoken and written English by:

- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Using visual prompts and cards to aid speaking and listening tasks, as well as writing tasks.
- Giving pupils opportunities for talking, and using talk to support their writing
- Encouraging them to relate their own language to another language;
- Using texts and visual materials that suit their ages and learning stages to ensure they have equal access to the curriculum and to subject assessments.
- Providing students with support through ICT, multimedia technology, dictionaries and translators/readers to access to the curriculum
- Using the home or first language where appropriate in class through the buddy system to access the curriculum.

The Role of the Class Teacher

- All Teachers are teachers of EAL and therefore are responsible tracking the progress and identifying the needs of EAL pupils in their class.
- All Teachers need to develop strategies to support English language development, through effective in-class differentiation and flexible teaching to help them cater for the different learning styles and English language level of an individual pupil as outlined in the teaching and learning policy.
- Teachers are responsible for planning tasks to ensure effective use of Bi-lingual Assistants where applicable.
- Teacher need to work and plan with Bi-lingual Assistants so they can support EAL pupils' to meet their targets; by focusing on areas of need and provide specific support.
- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to the SENCO.

The Role of the Bi-Lingual Teaching Assistant

- Bi-lingual Assistants are responsible for supporting identified EAL pupils to access the curriculum through the mother tongue, as and when necessary during the early stages of the English language.
- Bi-lingual Assistants may work with individuals or groups of EAL pupils, within the class or outside of the class room, as viewed as necessary by the EAL coordinator in consultation with the class teacher (exceptional circumstances only).
- Bi-lingual Assistants can be used effectively with EAL pupils to review the currently taught topics and/or preview the next series of work to be carried out in class.

The Role of the EAL Coordinator

- The EAL Coordinator will liaise with staff/ outside agencies on issues of assessment, and teaching strategies.
- The EAL Coordinator will support staff in the teaching of EAL pupils. This will include support with planning, demonstration teaching, and support with assessment.
- The EAL Coordinator is responsible for ensuring that EAL data collection and assessment procedures are carried out.
- The EAL Coordinator will monitor EAL provision across the curriculum, evaluating existing resources: building up collections of teaching resources for TA's.
- The EAL Coordinator will keep up to date with all relevant training, research and publications.
- The EAL Coordinator will provide INSET for mainstream teachers and Teaching Assistants to meet the language needs of EAL learners.

Monitoring and view of this Policy

- All staff are responsible for implementing this policy.
- The EAL Coordinator, AHT in charge children with additional needs and AHT in charge of Assessment will collect and analyse EAL data.
- This policy will be also monitored by the governing body, and will be reviewed in two years, or earlier if necessary.