



## **Windermere School English as an Additional Language (EAL) Policy**

**Review Date:** September 2021

**Reviewed by:** SLT

**Review Period:** 12 months

**Staff Responsibility:** Head of EAL

### **Introduction.**

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of pupils who are otherwise at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure quality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Make use of their knowledge of other languages, where appropriate.

### **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses in language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs and Disabilities (SEND).

- Language is central to the development of identity. Therefore, teachers need to be aware of the importance of pupils' home languages and are to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language; and literacy in a home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

### **Teaching and Learning Strategies.**

Teaching staff should use a variety of support strategies to ensure curriculum access:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Additional verbal support – repetition, alternative phrasing, peer support.
- Additional visual support, e.g. pictures, diagrams, dictionaries, on-line support, texts, key word lists.
- Writing frames, and directed activities related to texts.
- Opportunities for role play.
- Pupils receive regular feedback from staff.
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, additional lessons, in the boarding houses, etc.

### **Planning, Monitoring and Evaluation**

Upon arrival at School and as an ongoing process, information is gathered about:

- The pupils' linguistic background and competence in other languages.
- The pupils' previous educational and schooling experience.
- The pupils' level of English.

An individual plan of support is described by the EAL coordinator, and is conveyed to relevant teaching, pastoral and support staff.

Teaching and EAL support staff regularly observe, assess and record information about pupils' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

Targets are reviewed on a regular basis.

### **Special Educational Needs and Gifted and Talented Pupils**

We recognise that most EAL pupils needing additional support do not have Special Educational Needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are able, gifted and talented (AGT) even though they may not be fully fluent in English.

### **Assessment and Record Keeping**

Teaching, pastoral and support staff have regular liaison with each other and the EAL coordinator to discuss pupil progress, needs and targets.

### **Additional Language Support**

The programme determined by the EAL coordinator may be supplemented by additional small group lessons and/or individual language tuition at the request of parents and the agreement of the EAL coordinator upon the payment of an additional fee. Such sessions are intended as an addition to the core EAL provision.

### **Learning during the Covid Pandemic**

It is acknowledged that learning remotely puts additional pressures on EAL students, particularly where they are learning in different time zones. Tutorial support is key here, as is the use of the praise and concern spreadsheet. Staff will do their best to manage the time zone issue, and where this is difficult, some lessons or parts of lessons may be recorded on Teams to assist.

Compiled	December 2010	G Morgan
Approved	February 2011	Senior Management
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