



Exeter Steiner School *Policy for children learning English as an additional language*

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential;
- To encourage children to practise and extend their use of English;
- To encourage and enable parental support in improving children's language skills.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To monitor pupils' progress systematically in order to make decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

School/class ethos

- Classrooms are arranged to be socially inclusive, valuing cultural differences and fostering a range of individual identities;
- Teachers recognise the child's mother tongue, identifying their strengths and boosting the child's self-esteem and enabling the child to become a bi-lingual;
- Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;
- We also recognise that support may be necessary beyond the time a child appears orally fluent.

Assessment

- The child's needs will be picked up during the admissions process. The child's competence in English will be assessed during the agreed trial period in class or kindergarten (usually half a term).

Teaching and Learning

Teachers and group leaders help children learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary;
- By setting appropriate expectations; encouraging children to contribute and give more than one-word answers;
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives
- Recognising that EAL pupils need more time to process answers;
- Allowing pupils to use their mother tongue to explore concepts;
- Giving newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained);
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encourage children to transfer their knowledge, skills and understanding of one language to another.

Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning;
- EAL pupils may be supported through a Teaching Assistant in the classroom
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

Kindergarten

In the kindergarten, the school curriculum helps pupils learning English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

Responsibilities

Administrator - To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home

- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

Teachers

To ensure that:

- All involved in teaching EAL learners liaise regularly – this is generally done at staff weekly meetings anyway.
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is accessed;
- Challenging targets for pupils learning EAL are set and met;
- Be knowledgeable about pupils' abilities and needs in English and other Subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.