

English as an Additional Language (ELA) Policy

Policy Folder:

Education



**Red Moor
School**

English as an Additional Language (EAL) Policy

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| Owner | Sam Stevenson |



Document History

| Version | Comments/amendments | Name | Date |
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| 1.0 | 2020 issue | Laura Horne | June 2020 |
| 2.0 | 2021 review | Quentin Gunderson | September 2021 |
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| 5.0 | 2025 review | Sam Stevenson | June 2025 |

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 the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement schoolwide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

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 and use the data in 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.



Strategies

School/Class Ethos

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Identify the pupils' strengths.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible
- Show differentiated work for EAL pupils in planning
- Have high expectations; expect pupils to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised "silent period" when children are beginning to understand more English than they used to – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques



Responsibilities

Student Pastoral Leader

To obtain, collate and distribute information on new pupils with EAL. This includes;

- Language spoken at home.
- Information from the previous school with regards to level of English studied/used.
- Details of curriculum at previous school

Head of School

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupils with EAL
- Relevant information on pupil's with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- The effectiveness of the teaching of pupils with EAL is monitored and data is monitored

SEND Co-Ordinator

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an individual learning plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multi-Cultural Service
- Liaise with parents/guardians
- Support the pupil's language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Headteacher on the effectiveness of the above and the progress of pupils.

Class/Subject Teachers

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping



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