

English as an additional language policy



1. Introduction

- 1.1. English as an Additional Language (“EAL”) is used in situations where students’ main language at home is not English.
- 1.2. EAL students, from complete beginners to those with considerable fluency in English, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.
- 1.3. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.
- 1.4. This policy sets out the Academy’s aims, objectives and strategies with regard to the needs and skills of EAL students.

2. Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Academy.
- To implement Academy-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 academic potential.

3. Objectives

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

4. Strategies

- 4.1. There will be a positive and effective language ethos.
- 4.2. There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student’s mother tongue.
- 4.3. Appreciating and acknowledging a student’s ability in her/his own culture is crucial for her/his self-esteem.



- 4.4. The language development of all students is the responsibility of all teachers and Learning Support staff.
- 4.5. There will be liaison between Faculties and the Learning Support Faculty to discuss language development within the structure of the lesson.
- 4.6. Diversity will be valued and classrooms will be socially and intellectually inclusive.
- 4.7. Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.
- 4.8. Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

5. Teaching and Learning

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

- 5.1. assess the student's fluency level as soon as possible (this initial assessment will be the responsibility of the Learning Support Faculty)
- 5.2. show differentiated work for EAL students
- 5.3. employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- 5.4. have high expectations, expect students to participate in all classroom activities/tasks
- 5.5. monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- 5.6. recognise that EAL students need more time to process answers and to complete extended work
- 5.7. allow students to use their mother tongue to explore concepts when appropriate
- 5.8. give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- 5.9. group students so that EAL students hear good models of English
- 5.10. use collaborative learning techniques
- 5.11. ensure that spoken and written communication between the students and teaching and support staff, and between the Academy and parents and the local community, is positive and appropriate.