



**CHESTERTON
COMMUNITY COLLEGE**

Chesterton Community College

EAL Policy

October 2016

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Chesterton Community College

In our school more than 40 languages are spoken and 20% of our students speak English as an additional language. We welcome and value members of our school community from all over the world.

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English. EAL students, from complete beginners to those with considerable fluency, will have varying needs in accessing the full curriculum and achieving their full potential. 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.

This policy sets out the aims, strategies and responsibilities with regard to the development of EAL students at Chesterton Community College. The policy also clarifies our compliancy with DFE census requirements.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to our school.
- To implement whole college-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students become confident and acquire the English language skills they need to be able to fulfil their academic potential.
- To encourage parental and community involvement by;
 - providing a welcoming induction process with Heads of Houses and the Teacher of EAL for newly arrived students and their families/carers,
 - using plain English, translators and interpreters, where appropriate and available, to ensure high quality communications,
 - identifying linguistic, cultural and religious background of families,
 - celebrating and acknowledging the achievements of EAL students.

Strategies to support EAL students

- Accurate assessment of a student's language skills will be carried out by the Teacher of EAL on arrival.
- Students learning EAL will be taught in mainstream classes alongside their peers.
- Newly arrived students who cannot access the curriculum because of the language barrier will be given withdrawal specialist EAL support to acquire the level of English needed to access the curriculum and will be taught strategies to learn in a language that is not their first language by the Teacher of EAL.
- There will be an understanding by all that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue.
- There will be liaison between the mainstream subject teachers and the Teacher of EAL to discuss language development within the structure of the lesson and strategies/resources to ensure curriculum access.
- Classroom teachers have responsibility for ensuring that all students can participate in lessons by taking into account the needs of the EAL learners who attend their lessons. Classroom teachers will;
 - employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context,

- have high expectations, expect students to participate in all classroom activities/tasks,
- monitor progress carefully and ensure that EAL students are set differentiated and challenging tasks,
- recognise that EAL students need more time to process answers and to complete extended work,
- allow students to use their mother tongue to explore concepts when appropriate,
- give newly arrived students time to absorb English, taking into account the “silent period” when those new to the language understand more English than they use,
- group students so that EAL students hear good models of English.

Responsibilities

Deputy Head (with responsibility for EAL) will:

- all stakeholders are aware of the school’s EAL policy,
- monitor the effectiveness of the teaching of EAL students regularly.

Teacher of EAL will:

- carry out the initial assessment of students’ standard of English, and reassess the English level of students each year (assessments will be used to code the proficiency of students other than fluent for the annual DFE census),
- provide specialist EAL language support as described above,
- monitor the learning and progress of students with EAL,
- report to the Deputy Head the progress of EAL students,
- liaise with the SENCO to identify learning difficulties that may be masked by EAL,
- support the EAL students both academically and pastorally working in partnership with parents/ carers, Heads of Houses, teaching and support staff, and external agencies where appropriate.
- act as coach and helps train teachers in how to best teach and support EAL students,

Monitoring and Review

This policy document will be monitored and reviewed by the Deputy Head and the Teacher of EAL in liaison with the Headteacher.