



**CHESTERTON  
COMMUNITY COLLEGE**

**Chesterton Community College**

**EAL Policy**

**Ratified: January 2016**

## **EAL Policy**

### **Chesterton Community College**

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 degrees of difficulty in accessing the full curriculum and in 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.

Such students will need language support if they are to reach their full potential. The Provision of this support forms part of the fulfilment of our duties under the Equality Act 2010.

This policy sets out the aims, objectives and strategies with regard to the needs and skills of EAL students at Chesterton Community College.

#### **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 to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

#### **Objectives**

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

At Chesterton Community College we strongly believe that children and young people learn best when they feel secure and valued.

We will strive to encourage parental and community involvement by:

- Providing a welcoming induction process with Heads of Houses and the EAL Specialist for newly arrived students and their families/carers.
- Using plain English, translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of students and establishing partnership with family/carers.
- Celebrating and acknowledging the achievements of EAL students.
- Encouraging and facilitating the participation of the EAL students and their families in the extracurricular opportunities and whole school events offered in our college.

Our EAL support provision is based on an accurate assessment of students' prior knowledge and experience as well as language skills. This assessment is carried out by the EAL Specialist when the students join the college if their parents/carers have indicated in the Admission Form that their children need EAL support or if the subject teachers refer the students to the EAL specialist because they have concerns regarding their ability to access the curriculum in English or if they think that the students are not achieving their full potential because of their limited academic English.

Students learning EAL are generally taught in the mainstream class alongside their peers. Newly arrived students who cannot access the curriculum because of the language barrier are given withdrawal specialist EAL support to acquire the level of English needed to access the curriculum and are also taught strategies to learn in a language that is not their first language by the EAL specialist.

The Assistant Head with responsibility for English and Communication and the EAL Specialist will allocate withdrawal EAL support for a set period of time to address specific language focus also for the advanced EAL learners in order to improve their academic English.

Classroom teachers have responsibility for ensuring that all students can participate in lessons by taking always into account the needs of the EAL learners who attend their lessons.

## **Strategies**

There will be a positive and effective language ethos:

- 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. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between the mainstream subject teachers and the EAL specialist to discuss language development within the structure of the lesson and strategies/resources to ensure curriculum access (e.g. additional visual support, the use of speaking and writing frames, keywords lists, texts, additional verbal support/repetition, alternative phrasing, opportunity for role play and drama, etc).
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- 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.

## **Teaching and Learning**

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

- Show differentiated work for EAL students
- 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 appropriate and challenging tasks, including the setting of appropriate extended 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 bearing in mind that there is a "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 □ Use collaborative learning techniques

## **Responsibilities:**

### Student Support Assistant

- Obtains, collates and distributes information on new students with EAL language(s) spoken at home

### Assistant Head ensures that:

- Parents and staff are aware of the school's policy on students with EAL
- The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

### EAL Specialist

- Carries out the initial assessment of students' standard of English.
- Provides withdrawal specialist EAL language support for new EAL arrivals to acquire the level of English needed to access the curriculum and teach them strategies to learn in a language that is not their first language.
- Where appropriate, provides withdrawal EAL support for a set period of time to address specific language focus for the advanced EAL learners in order to improve their academic English.
- Gives guidance and support to set targets and plan appropriate work. Provides a Personal Learning Plan where appropriate.
- Monitors teaching and learning of students with EAL
- Report to the Assistant Head the progress of EAL students
- Monitors progress and identifies learning difficulties that may be masked by EAL and liaises with SENCO.
- Supports the EAL students both academically and pastorally working in partnership with parents/ carers, Heads of Houses, teaching and support staff, the Student Support Officer, the Exams Officer and external agencies where appropriate.
- Acts as coach and helps train teachers in how to best teach and support EAL students with differentiation techniques to ensure that all students can access the lesson and meet learning aims.
- Carries out a reassessment of the English level of students each year and this data is tracked and monitored to ensure that all students are making good progress.
- Compiles and keeps up to date an EAL School Register.

### Subject teachers / Heads of Houses

- Are knowledgeable about students' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, planning of enrichment activities and school trips, use of resources and student grouping to ensure that EAL students can access the lesson and activity and meet learning aims.

### Monitoring and Review

This policy document will be monitored and reviewed by the Assistant Head and the EAL specialist in liaison with the Headteacher.