



St Andrew's

BERKSHIRE

English as an Additional Language (EAL) Policy

This policy is applicable to all pupils, including those in the EYFS.

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.

Those children who join the school where English is not their first language will be supported in their key skills in order to improve their level of English and access the full curriculum as soon as possible. They will also receive pastoral support from their tutors to assist their integration into the School. The area of EAL is addressed by all curriculum areas, but primarily by the Learning Skills department.

The School will deliver this by:

- EAL pupils should be exposed to both visual and auditory resources by teachers
- Teachers should be consistently assessing pupils with EAL to establish their needs and progress
- Teachers should be liaising with colleagues in identifying pupils who may have additional learning requirements to improve their English and referred to the Learning Skills department if required.

The School registration form identifies pupils where English is their second language. The Director of Admissions obtains, collates and distributes information on new pupils with EAL:

- Language(s) spoken at home;
- From the previous school, information on the level of English studied/used.

The School puts in place mechanisms to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School. The School will monitor pupils' progress and use the data to make informed decisions for classroom management and curriculum planning.

Strategies

Identify the pupil's strengths and encouraging them to transfer his/her knowledge, skills and understanding of one language to another.

Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.

Give 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).

Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

Ensure that there are effective opportunities for speaking, and that speaking is used to support writing.

We carry out on-going recording of attainment and progress in line with agreed School procedures.

Pupils requiring EAL lessons will have one-to-one lessons with a Learning Skills or English teacher. The cost for such lessons is an additional charge. The need for, and frequency of, these lessons is regularly reviewed by the Head of Learning Skills.

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