



Cardrew Court School

EAL Policy

This policy is to be read in conjunction with the Equality Policy. It determines the Teaching and Learning principles and other provision in place to support EAL pupils at Cardrew Court School.

Definition

The term EAL is used to refer to pupils for whom English is an additional language. A student will be recorded as EAL if their first language (L1) is known or believed to be other than English and they continue to be exposed to that language in the home (LH) or in the community.

We recognise that this is not a homogenous group but instead encompasses those from complete beginners to advanced bilingual. At the same time, even those at the same stage of English language acquisition will have different backgrounds and needs. EAL pupils will therefore have varying degrees of difficulty in accessing the full curriculum.

EAL pupils may be

- Newly arrived from a foreign country and school.

- Newly arrived from a foreign country, but an English speaking school.
- May not have spent much time at school / an educational setting.
- Born abroad, but moved to the UK at some point before starting school.
- Born in the UK, but in a family where the main language is not English.

Teaching & Learning – English as an Additional Language.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Cardrew Court.
- To implement whole-school strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- To be able to assess the skills and needs of pupils 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 pupils with EAL.
- To monitor pupils' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.

Principles

- Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.
- EAL pupils make the best progress within a whole school context, where pupils are educated with their peers.
- The school environment promotes language development through the rich use of language.
- The school structure, pastoral care and overall ethos help EAL pupils integrate into the

school whilst valuing diversity.

- There is 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.
- The language development of all pupils is the responsibility of all teachers and support staff.
- There will be liaison between classroom teachers, other relevant agencies regarding pupils' needs and access arrangements.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- We are ambitious for all our pupils but recognise that, based on an assessment of the proficiency of language, a modified curriculum may be appropriate in exceptional cases.

Identification and Assessment

- Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used.

- Information from the pupil planning transition form.
- Information from transition meetings with the pupil, parents/carers.
- Information from the EAL Learner profile.
- Information from the Cornwall LA EAL team.
- Information from the previous school.

Teaching and Learning

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting. Our school aims to address the needs of EAL pupils within the classroom. However,

there will be times when it will be appropriate for pupils to have a bespoke programme to receive focused support.

Strategies that teachers deploy to meet the needs of EAL pupils may include

- ensuring that pupils have the necessary equipment to support their learning i.e. ICT or bilingual dictionary.
- scaffolding work based on pupils' language needs.
- employing a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- having high expectations, expecting pupils to participate in all classroom activities/tasks.
- monitoring progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks.
- appreciating that EAL pupils need more time to process answers and to complete extended work.
- recognising that the level of Language required for academic study (CALP - Cognitive Academic Language Proficiency) can take up to 7 years to acquire.
- acknowledging that the explicit teaching of Tier 2 and 3 vocabulary is important for all student but is vital for EAL pupils.
- allowing pupils to use their mother tongue to explore concepts when appropriate.
- giving newly arrived pupils time to absorb English bearing in mind that there may be a "silent period" of up to a year when those new to the language understand more English than they use.
- grouping pupils so that EAL pupils hear good models of English.
- using collaborative learning techniques.

Support provision

- The school will assess pupils' needs as soon as possible to include Access Arrangements. This information will be shared promptly with staff.
- EAL pupils who require more support in class will have an EAL plan that is accessible to staff.