



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

It is the policy of the EAL department to address and meet the needs of EAL students of different nationalities, abilities and levels of proficiency in English both in subject lessons and in EAL lessons. To achieve this aim, the EAL Department will:

- Ensure that for new pupils access to the curriculum is facilitated without delay.
- Offer practical strategies and proven techniques for teaching EAL students in any subject to provide ways both to support the learning and to raise the achievement of EAL students. See page 2 'How EAL friendly is your lesson?'
- Offer support to other departments with ideas for effective lesson planning for teaching EAL to meet the needs and entitlement of EAL pupils in subject lessons.
- Assess the progress made by EAL students on a termly basis by monitoring pupil reports.
- Make available to teachers a range of EAL pupil friendly starters, plenaries and resources.
- Advise teachers where to find subject specific guidance for teaching EAL pupils.
- Support EAL Students with coursework.
- Assist students in acquiring the specific English language required to succeed in their curriculum subjects.
- Encourage awareness of how students with limited English feel in the classroom.
- Recognise how EAL students with little English can demonstrate understanding.
- Ensure compliance with legislation in teaching of EAL pupils.
- Identify barriers to learning specific to EAL pupils as opposed to SEN to enable teachers to differentiate appropriately.
- Provide regular INSET regarding EAL issues.

How EAL friendly is your lesson?

- Key words presented with learning objectives
- Wording of learning objectives making them easier to understand
- Learning objectives typed
- Key visuals, diagrams, plans, maps, realia used to illustrate vocabulary and or concepts
- Group or pair work used with feasible roles for EAL pupils
- Teacher controlling seating arrangement
- Resources for EAL pupils enlarged
- Typed questions and statements available for EAL pupils to use to support them with speaking
- Learning and understanding regularly checked during the lesson
- All pupils contributing to the lesson
- Learning support assistant with a full role planned in advance
- EAL pupils allowed to use language 1 but encouraged to use English
- Writing activities supported by scaffolding
- Insights which could only be provided by EAL pupils elicited
- Homework instructions typed and handed out, or written on whiteboard
- Conclusion of the lesson pulling all the learning points together giving a last opportunity to check progress, involving all pupils