



English as an Additional Language(EAL).

A handwritten signature in black ink that reads 'Parneet Kang'.

Parneet Kang
Principal

A handwritten signature in black ink that reads 'William Holland'.

William Holland
Chair of Trustees

REVIWED: 1st September 2022 - Parneet Kang

The Emscote School recognise that linguistic and cultural diversity enrich our school and that a student's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each student's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

- All children learning English as an additional language are entitled to access the broad national curriculum. English is best learned through the curriculum and students are encouraged to engage in class activities from the onset.
- Spoken language is central to progress in all areas of the curriculum; therefore, students' listening and speaking skills will be given high priority so that individuals become fluent speakers of English quickly.
- All staff are responsible for building strategies into their planning to support the language development of all EAL students and to structure teaching appropriately.
- Records on EAL children's language development will be kept in order that students' listening, speaking, reading and writing skills and their language development are suitably tracked.
- EAL is not to be confused with students' special education needs (SEN). On entry an assessment will be made of an EAL students' linguistic competence and whether they have learning difficulties in any particular subject areas.

We are committed, within available resources:

- to making appropriate provision of teaching and resources for those for whom English is an additional language
- to raising the achievement of minority ethnic students who are at risk of underachievement.

We will identify individual Students' specific needs, recognise the qualities they bring to our school and ensure equality of access to a good quality curriculum.

We aim to ensure that all EAL children are able to:

- use English confidently
- use English as a means of learning across the curriculum
- make use of their knowledge of other languages to support learning.

Planning and differentiation

- We provide differentiated opportunities matched to and individual's specific linguistic needs.
- The key language features of language, which are necessary for effective participation, are identified. These might be key words, grammar patterns, uses of language or genre of text.

Literacy and Numeracy

Learning activities are carefully structured and focused to take account of range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all individuals are able

to participate fully and the 'language load' of lessons and work is managed effectively by teachers and assistants. Grouping and setting arrangements are regularly reviewed to ensure that EAL learners have access to strong English peer role models.

Strategies Used

- Collaborative group work with others. Collaborative activities with those who speak the same first language, where relevant.
- Enhanced speaking and listening opportunities.
- Effective role models for speaking, listening, reading and writing. Encourage staff to use students' first language to explain concepts and linguistic features, where relevant.
- Additional verbal support: e.g. repetition, alternative phrasing, peer support etc.
- Additional visual support e.g. posters, pictures, labels, non-verbal clues etc.
- Bilingual resources e.g. dictionaries, texts, word lists etc
- Writing frames and directed activities relating to texts to help organise and scaffold learning.
- Opportunities for drama and role play to encourage individuals to speak aloud to an audience and to apply their linguistic skills in a meaningful context.
- Regular feedback from staff to identify what is working well and what must be improved with regards to individuals language development.
- A focus upon the cultural imperatives explicit or implicit in texts in order to contextualise learning.
- Progressing learning from the concrete to the abstract.
- Further support for language development e.g. through assemblies, extended learning opportunities etc.

Assessment and Record Keeping

The linguistic progress of all EAL students will be effectively tracked and recorded.

All students have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methodologies are checked for cultural bias.

We analyse EAL achievement and regularly evaluate the effectiveness of provision and its impact, including the support provided.

Success Criteria

- EAL learners are happy and confident.
- They make good progress and become confident English speakers.
- Staff are increasingly confident in meeting the needs of EAL learners.
- Parents/carers are comfortable in approaching our school and in supporting their child's learning.

All staff are responsible for implementing this policy.

Emscote School will use the Solihull framework to inform our teaching and learning.

<https://www.solgrid.org.uk/education/wp-content/uploads/sites/43/2019/06/Secondary-booklet-1-updated-2016.pdf>