



EAL Policy

Mission statement/Ethos

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community.

Aims of the EAL Policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, as well as the use of resources and strategies to meet the needs of EAL pupils and raise pupil achievement and aspirations.

- **Equality:** To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- **Diversity:** To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- **Belonging and Cohesion:** To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To monitor, evaluate and review systems to meet EAL pupils' needs.

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can **require continuing support for up to ten years.**

- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

Assessment

- All EAL pupils are assessed in line with the school's admissions and assessment policy/procedures.
- Staff have the opportunity to discuss pupils' progress, needs and targets with members of SLT
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Pedagogical Approaches

Communication is the main principle for EAL pupils in all lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence.

The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and forms. Visual resources are used to aid their learning.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists, writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities
- Learning progression moves from concrete to abstract
- Option of additional English tutoring outside of school hours (additional cost)

Parental/Community Involvement

At Si Ri Panya International School we encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Identifying linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL pupils.
- Recognising and valuing the use of first language for developing positive partnerships between school and home.
- Supporting parents, so they can help their children at home