

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

English as an Additional Language Policy

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Consultations/Training	SLT, Area Leaders, Subject Teachers

English as an Additional Language Policy

Although the number of pupils, for whom English is not their first language, is small, their needs must be considered by all staff when planning and delivering lessons. Many of the points below relate to general good practice and are not exclusive to dealing with EAL students.

- All lessons should be socially and intellectually inclusive: strategies should be sought, which allow the pupil to access the curriculum
- Pupils' mother tongue should be valued, as should their cultural background. We should encourage other pupils to value diversity
- We should recognise that EAL pupils may be intellectually very able, but their command of English may mean that they do not understand concepts as quickly as other pupils. Pupils must be given time to absorb information and respond to questions
- We recognise that EAL pupils do not have "no" language, they have a different language
- The experiences of EAL pupils can provide valuable cultural experiences for other pupils. Encourage children to talk about their experiences and language
- Each teacher has the responsibility of helping EAL children develop their language skills. Staff should have high expectations and so pupils should be asked to develop and extend their answers, rather than giving single – word answers
- Ensure that EAL pupils should be set appropriate and challenging learning objectives. These should be made particularly explicit to EAL children
- Do not allow any racist comments or jokes to pass - these should be dealt with immediately and the incident noted to the LCs
- Pupils should be allowed to use their mother tongue to explore concepts
- To ensure that EAL pupils hear good models of English, wherever possible, they should be grouped with higher-attaining children when oral work is being undertaken
- Use collaborative learning techniques - encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work or report for the class; this is a valuable strategy for promoting learning for EAL pupils
- Select reading materials/resources which contain pictures or other visual aids.

When assessing work, assess the pupils' competence in the concepts, not in the use of the language. However, encourage pupils to become competent writers in English, through helpful comments.