

Hurworth School EAL Policy

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Lead Reviewer: Head of Literacy
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The Department for Education (DfE) and EAL in the National Curriculum

The Department for Education (DfE) defines 'first language' as 'The language to which a child is initially exposed during early development and continues to be exposed in the home or in the community'. For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

Through the National Curriculum, the DfE expects effective teaching and learning for EAL to take place within the curriculum:

- Teachers must take account of the needs of students whose first language is not English. Monitoring of progress should take account of their age, length of time in this country, previous educational experience and ability in other languages.
- The ability of students for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help them develop their English and aim to provide the support students need to take part in all subjects.

Rationale:

The purpose of this policy is to outline the school's approach to identification and meeting the needs of students who are classified as having English as an additional language (EAL). In addition to this, it is to raise awareness of the school's obligations in order to support the planning, organisation, teaching and assessment procedures, and also highlight the implementation of resources and strategies in order to meet the needs of all EAL students. The end result is to raise student achievement.

Definition:

In defining EAL we have adopted the following definition: 'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English.' EAL students may be: • Newly arrived from a foreign country and school; • Newly arrived from a foreign country, but an English-speaking school; • Born abroad, but moved to the UK at some point before starting school; or • Born in the UK, but in a family where the main language is not English.

Aims of the EAL Policy

- To ensure that all EAL students have the opportunity to maximise their potential
- To meet the entitlement of all students to be educated appropriately
- To assist EAL students to adapt socially to the environment
- To enable the students to have full access to the National Curriculum

Identification

- From primary schools or directly from parents in the case of new students

Meeting the needs

- Assess individual student's need for support if required
- Intervention strategies implemented where required
- Provide staff training if necessary
- Following initial assessment, set appropriate Key Stage targets according to whole school policy
- Disseminate information on all EAL students to staff
- EAL status to be recorded on SIMS and included on individual planning
- Monitor progress via SISRA, SIMS and departmental spreadsheets
- Use the information to identify trends related to underachievement
- These trends to be discussed in faculties with each subject looking at targets for EAL students
- Use LA advice where available
- Develop the use of multicultural, anti-racist resources and materials across the curriculum

Monitoring

- Regular checks on individual attainment and effort grades in line with school policy
- Form tutor contact and monitoring