

English as an Additional Language (EAL) Policy

“There before me was a great multitude that no-one could count, from every nation, tribe, people and language standing before the throne and in front of the Lamb.” Revelation 7 v 9

“You are all sons of God through faith in Christ Jesus ... there is neither Jew or Greek, slave nor free, male nor female, for you are all one in Christ Jesus.”

Trinity Christian School is a part of a global community and we see it as a joy to welcome pupils into our school from other nations and languages.

This policy is a statement of our school’s aims and strategies to ensure that EAL pupils fulfill their potential

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Aims of Policy

This policy aims to raise awareness of the school’s obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Context

Trinity Christian School welcomes people from all countries and languages and we are thrilled that we can be part of Luke 24 v 47 taking ‘his name to all nations.’

At the time of writing this policy, we had direct links through children or their parents to more than 7 countries.

Key Principles of additional language acquisition

- EAL pupils are entitled to all areas of our curriculum 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.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible and appropriate.
- 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 awareness for several years as new and specific academic language is used.

- 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 modeling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction is made between EAL and Special Educational Needs.

Assessment

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress and needs.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Where EAL pupils are getting specific extra support, we will ensure that the help they are getting is appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- We ask teachers to regularly observe and assess pupils' developing use of language and how this impacts on the lessons they are teaching.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided where possible, eg posters, pictures, photographs, objects, demonstration, use of gesture. This is something we are seeking to develop.
- Additional verbal support is provided, eg repetition, modeling, and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN .
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they will be challenged in the same way as any other G and T pupil.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming atmosphere starting with the pupils induction days and the parent interview as part of the application process
- using plain English and translators and interpreters where appropriate and available, to ensure good spoken and written communications.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Written: October 2015

Reviewed: December 2018

Reviewed: February 2022

Next review: December 2025