



Outcomes
First Group



Hambrook
School

English as Another Language

ENGLISH AS ANOTHER LANGUAGE

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1.0 INTRODUCTION

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the Hambrook’s aims, objectives and strategies with regard to the needs and skills of EAL pupils.

2.0 AIMS

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Hambrook.
- To implement Hambrook wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfill their academic potential.

3.0 OBJECTIVES

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout Hambrook.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils’ progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils’ self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4.0 STRATEGIES / CLASSROOMS

- Recognise the child’s mother tongue; boost the child’s self-esteem. Remember he/she has the potential to become a bilingual adult.

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupils' strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

5.0 TEACHING AND LEARNING

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised "silent period" when children understand more English than they use this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

6.0 SCHOOL TEAM RESPONSIBILITIES

To obtain, collate and distribute information on new pupils with EAL.

This includes:

- Language (s) spoken at home.
- From the previous school, information on level of English studied/used.
- Details of curriculum at previous Hambrook

7.0 HEADTEACHER / SLT / CURRICULUM LEADS RESPONSIBILITIES

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the Hambrook's policy on pupil's with EAL
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for pupils learning EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete and Individual Learning Plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with parents/guardians
- Support the pupils' language development both in class and by withdrawal (for 1P1 work) as appropriate
- Report to the Head of Hambrook on the effectiveness of the above and the progress of pupils. Class/Subject Teachers



- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.



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