BRACKENFIELD SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY
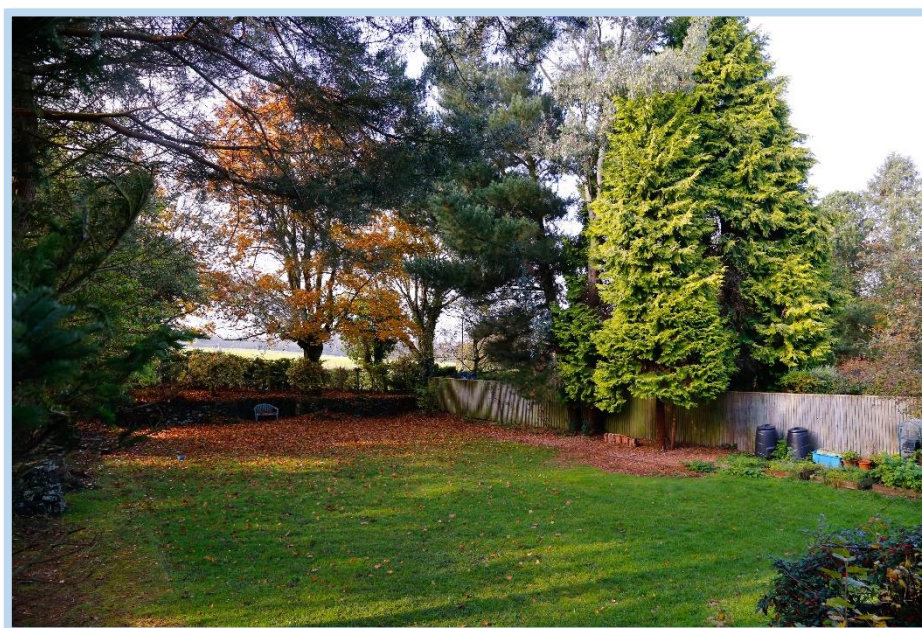
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Next review	Autumn Term 2024	

Scope of document

Pupils who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

We promote the principles of fairness and justice for all through the education that we provide in our school.

(Refer also to School's Equal Opportunities Policy)

Teaching and learning style

At Brackenfield School teachers take action to help children who are learning English as an additional language by various means:

- developing their spoken and written English through a range of reading, writing and speaking and listening strategies and opportunities
- ensuring full access to the curriculum through a range of curriculum resources with the help, support and guidance of the Learning Support teacher

Curriculum Access and Assessment

We will withdraw children from lessons to receive EAL support when deemed necessary.

Underlying teaching principles

Given the principles underpinning EAL pedagogy, effective practice for learners using EAL is likely to include:

Activating prior learning

Activities that enable pupils to activate their prior knowledge of the topic of the lesson facilitate greater understanding and engagement. Example strategies include taking advantage of the pupil's first language and finding out what the pupil knows through questioning.

Providing a rich context

EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.

Making the English language explicit in the classroom
Within the context of the curriculum, learners with EAL can be encouraged to notice the language used and understand how it is used. This implies pointing out key forms and structures that allow pupils to meet the language demands of the tasks. Strategies include providing oral and written models and scaffolding speaking and writing through speaking and writing frames.

Developing learners' independence
The independence of pupils who use EAL can be fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help). In terms of organisational and thinking skills, teachers can provide learners with opportunities to model and extend what has been taught and support them in developing note taking and summary-writing skills. Social and cultural norms in the classroom will need to be made explicit to the learners. Pupils might be used to different rules and codes of behaviour in school in other countries; for instance, in Japan it is inappropriate to look a teacher in the eye whilst many teachers will expect it in an English school. Teachers can convey information about school social skills by translating simple lists or presenting them pictorially for the learners. Providing a new arrival learner with a buddy speaking the same language, who can explain these different cultural school norms, is another way of doing so.

Supporting learners with EAL to extend their vocabulary
EAL pupils at all levels need to be given opportunities to grow their English vocabulary range. This could be done by taking advantage of their first language(s) through translation, the use of flashcards and images. It is important to remember to develop the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.

Name of policy	Policy reviewed/amended date
EAL Policy	September 2021 (V2)
	September 2022 (V3)
	September 2023 (V4)
Original policy date	**Current version**
September 2020	V5
Date of new review	
Autumn Term 2024	