Policy Title	EAL	Other Links
Responsible committee	Standards	Governors Link Visits
Purpose	• To promote equality of opportunity for all learners for whom English is an additional language. • To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.	
Guidelines	• To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level. • To identify language outcomes for all curriculum areas and include in medium-term and weekly planning. • To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English. • To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate. • To use key visuals and other strategies to support children's access to the curriculum. • To actively liaise with parents to help them to support their children's learning. • To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement. • To ensure that EAL pupils are assessed in their first language where possible and where appropriate. • To seek first language assessment to ensure the accurate identification of SEND. • To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified. • To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners	Read in conjunction with the Curriculum and T & L Expectations
Children who	• develop oral fluency quickly • immediately feel part of the school • develop language in context • experience their full curriculum entitlement	

Teachers who	All staff have a responsibility for :- • Supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening. • Modelling good use of English, in extending sentences and encouraging children to do the same.	
	• Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate. • Communicating to children that they are expected to listen and respond when someone speaks to them. • All teachers have responsibility for:- • Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. • Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils. • Setting targets for improving oracy, speaking and listening and writing. • Assessing and tracking progress in writing and speaking and listening.	
Expectations for Children **Non negotiables** **Classroom organisation and resources**	Take a full and active part in school life. • All pupils have entitlement to the National Curriculum. • Language is central to our identity. • All languages, dialects, accents and cultures are equally valued and encouraged. • Teachers have a crucial role in modelling uses of language. • Teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills. • Provide a classroom rich in oral experiences • Enable pupils to draw on their existing knowledge of other language/s • Encourage and use bilingual support from other students and staff • Use translated materials and bilingual dictionaries • Allow students time to practice new language • Use visual support of all kinds (diagrams, maps, charts, pictures)	
Support Staff who	Adhere to the above policy	
Subject Leaders who	Review impact of policy on pupil progress as part of quality assurance activities and work scrutiny	
Senior Leaders who	Monitor the effectiveness of the policy and feedback any changes	
Governors who	Review the policies impact on EAL and raising the profile of these skills with pupils	
Date	**Approved** Sept 2016	

Review Date Sept 2017	The policy has been produced as a result of on-going staff development, reflection and research about inspiring and effective learning environments. It is a working document and will need to be adapted as appropriate.	
Reference No:	RV EAL	