Christ's College Guildford

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Christ's College

Document Control	
Title	English as an Additional Language (EAL) Policy
Date	April 2022
Review	April 2024
Author	J Mark
Date Adopted by Local Committee	May 2022

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Christ's College is committed to promoting equality and ensuring that all students are supported in achieving their academic potential. The purpose of this policy is to outline the college's approach to identifying and meeting the needs of students who are classified as having English as an Additional Language (EAL).

1. ROLES AND RESPONSIBILITIES

1.1 The responsibility for the implementation of this policy and provision rests with the **Principal**. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **SENDCO**.

1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented, and that in situations not covered by this policy, staff must act in the best interests of the student, as any responsible parent would act.

1.3 The welfare of students will be paramount.

2. RELATED POLICIES

This policy is part of a suite of policies which should also be referred to:
• Child Protection and Safeguarding Policy
• Whistleblowing policy
• Prevent Policy
• Complaints Policy
• Equal Opportunities Policy
• Health and Safety Policy
• Special Needs Policy

3. INTRODUCTION

3.1 Christ's College seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and students to succeed, both academically, socially and emotionally.

3.2 We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual's abilities, and encourage them to develop to their full potential. Everyone is highly valued highly and the college's Core Values of Love, Co-operation, Stewardship, Respect and Service are consistently fostered.

3.3 We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extracurricular activities and educational visits.

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

3.5 This policy aims to raise awareness of the college's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet

the needs of students who have English as an additional language (EAL), in order to raise student achievement.

4. KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

4.1 EAL students are entitled to the full College Curriculum programmes of learning and, all of their teachers have a responsibility for teaching English, as well as other subject content.

4.2 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.

4.3 Language is central to our identity. Therefore, the home languages of all students and staff are recognised and valued. Students are encouraged to maintain their home language and use in the college environment wherever possible.

4.4 Although many students 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 continued support for up to ten years.

4.5 Language develops best when used in purposeful contexts across the curriculum.

4.6 The language demands of learning tasks need to be identified and included in planning.

4.7 Teaching and support staff play a crucial role in modelling uses of language.

4.8 Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

4.9 A clear distinction should be made between EAL and Special Needs.

5. EDUCATIONAL NEEDS ASSESSMENTS

5.1 All EAL students are entitled to assessments as required.

5.2 Additional specialist support may be required to visit the college. They will assess and monitor students, give support and guidance to staff, and direct support to prioritised students.

5.4 Staff will have regular coaching time to discuss student progress, needs and targets.

5.4 Progress in the acquisition of English is regularly assessed and monitored.

5.5 Assessment methods are checked for cultural bias and action is taken to remove any which are identified.

5.6 Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

6   PLANNING, MONITORING AND EVALUATION

6.1 Targets for EAL students are appropriate, challenging and reviewed on a regular basis.

6.2 Planning for EAL students incorporates both curriculum and EAL specific objectives.

6.3 Staff regularly observe, assess and record information about students' developing use of language.

6.4 When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

7 TEACHING STRATEGIES

7.1 Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.

7.2 Key language features of each curriculum area (language is displayed and pre-taught), e.g., key vocabulary, uses of language, forms of text, are identified.

7.3 Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.

7.4 Additional visual support is provided, e.g., posters, pictures, photographs, objects, demonstration, use of gesture.

7.5 Additional verbal support is provided, e.g., repetition, modelling, peer support.

7.6 Use is made of collaborative activities which involve purposeful talk and encourage and support active participation.

7.7 Where possible, learning progression moves from the concrete to the abstract.

7.8 Discussion is provided before, during and after reading and writing activities.

7.9 Scaffolding is provided for language and learning, e.g., talk frames, writing frames.

7.10 EAL students who are new to the English language will have access to a Chromebook to easily access translating apps, and any students still developing their proficiency in English will have access to a bilingual dictionary which fulfils examination board criteria.

7.11 The relevant Access Arrangements are put in place where required to support EAL students.

7.12 Where possible, EAL students will be entered and supported to sit GCSE examinations in their native language.

8 SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED STUDENTS

8.1 Most EAL students needing additional support do not have SEN.

8.2 Should SEN be identified, EAL students have equal access to the college's SEN provision.

8.3 If EAL students are identified as Gifted and Talented, they have equal access to the college's provision.

9   PARENTAL AND COMMUNITY INVOLVEMENT

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers

- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

- Identifying the linguistic, cultural and religious background of students, and establishing contact with the wider community where possible.

- Celebrating and acknowledging the achievements of EAL students in the wider Community.

- Recognising and encouraging the use of EAL students' first language.

- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.