

English as an Additional Language (EAL) Policy

Introduction

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. At Gradually Developing Futures (GDF), we are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We take a whole organisation approach, including ethos, curriculum, education against racism and promoting language awareness.

Aims of Policy

This policy aims to raise awareness of GDF's obligations to support the planning, organisation, teaching and assessment procedures to meet the needs of students who have English as an additional language (EAL), in order for them to reach their full learning potential.

- EAL students come from a variety of backgrounds
- Many EAL students are isolated learners and may be the only speaker of their language in their class
- Many students have attended school and are literate in their home language on arrival whereas some may have had no previous formal education
- A few of our students may have experienced trauma and this will have an impact on their learning

Context

At GDF, for those students who are learning English as an additional language, the following information is gathered about:

- Students' linguistic background and competence in other language/s
- Students' previous educational experience
- Students' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is the Principal.

Key Principles of additional language acquisition

- EAL students are entitled to the full National Curriculum programmes of study 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 students and staff should be recognised and valued. Students should be encouraged to maintain their home Language and use in the learning environment wherever possible



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- 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 continuing support for up to ten years
- 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 modelling uses of language
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages

A clear distinction should be made between EAL and Special Needs Planning, Monitoring and Evaluation

- Targets for EAL students are appropriate, challenging and reviewed on a regular basis
- Planning for EAL students incorporates both curriculum and EAL specific objectives
- Staff regularly observe, assess and record information about students' developing use of language
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- 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
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Additional verbal support is provided, e.g. repetition, modelling, 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
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Materials

GDF provides appropriate materials such as dual language dictionaries, android translation apps and key word lists. Videos, maps, IT and story props also give crucial support.

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



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Parental/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, where appropriate and available, to ensure good spoken and written communications
- identifying linguistic, cultural and religious background of students and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL students 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.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2025



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