



NEWBOLD SCHOOL

EAL (English as an Additional Language) Policy

Aims

In that Newbold School serves a highly mixed community by way of ethnicity, and frequently has pupils join the school across the spectrum of curriculum stages who have no background in the English Language, the School aims to develop a whole school approach to bilingual learners through advice, support and Policy development.

The EAL support teacher will work in partnership with class teachers to monitor needs of all bilingual pupils.

Welcome and Induction

Foundation Stage

Where children from non-English speaking homes are accepted into our Foundation Stage, the nature of the environment and the age of the pupils often serves to assist them to understand and speak a limited vocabulary within a very short time.

To enhance the learning of these children staff should plan appropriate activities and resources to help towards a greater understanding.

Each child should have an EAL record sheet where progress is monitored and the EAL support teacher should liaise with the class teacher to plan future activities that best suit the needs of the pupil.

Negotiate with class teacher as to when the pupil has reached a level of competence whereby they may be removed from the EAL programme.

The EAL support teacher should be involved in the class placement of a new bilingual pupil. When the pupil is allocated to a class every effort should be made to meet the needs of the child at his/her level of understanding, while also addressing, as far as possible, the needs of the Curriculum at the appropriate level.

The EAL support teacher should:

- Make an initial assessment of a new entrant
- Work with the class teacher to set appropriate objectives
- help the class teacher plan suitable activities and provide resources to assist the child in his/her learning
- Frequently review, evaluate and monitor each EAL pupil
- Make ongoing assessments and regular sampling of bilingual pupils in the classroom
- Discuss concerns and issues of class teacher and work out effective ways of working together
- Where possible/appropriate, hold weekly group sessions for EAL children whereby they can enjoy stories and activities at their level with an aim to extending vocabulary through a variety of resources
- Assist teacher in completing one speaking and listening, one reading, and one writing sample from each EAL pupil per term
- Negotiate with class teacher as to when the pupil has reached a level of competence whereby they may be removed from the EAL programme

Purposes for record keeping:

1. To gain a better understanding of the abilities and needs of bilingual pupils
2. To plan future work that best suits the needs of bilingual pupils
3. To evaluate the language and learning support given to the bilingual pupils
4. To enable class teachers to recognise and understand the bilingual pupils needs and achievements

Date: 22.12.09

Signed: (P J Eastwood)

Position: Acting Headteacher

NEWBOLD SCHOOL

Initial Assessment - EAL

Name of pupil:

DoB:

Age:

Date of admission:

Home

Language:

Speaking and Listening	English	Home language
Reading	English	Home language
Writing	English	Home language
Stage of English:		
Approach:		

Date:

Class:

Teacher:

EAL Record Sheet

Class:

Date:

Teacher:

Activity:

Assessment:

Copy to class teacher