

Norton College (Worcester) Limited  
and  
Norton College (Tewkesbury) Limited  
(the College)

English as an Additional Language (EAL)  
Policy

## Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all students with EAL at the college are given the best chance possible to reach their full potential.

Norton College aims to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the college.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding student's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Ensure all student's languages, cultures and identities are represented throughout the college.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.

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## **1. Roles and responsibilities**

The governing board will have overall responsibility for the implementation of this policy.

The Head of School and Executive Headteacher will be responsible for:

- Ensuring that those who are teaching or working with students with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teaching staff monitor and review students' progress during the academic year.
- Appointing a member of staff to lead on the college's approach to supporting students with EAL.
- Ensuring that procedures and policies for the day-to-day running of the college do not directly or indirectly discriminate against students with EAL.

The EAL lead will be responsible for:

- Ensuring initial assessments of students with EAL are completed.
- Liaising with teaching staff on support for students with EAL.
- Advising on strategies to support and include students with EAL and on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language.
- Facilitating students' use of first language national examinations.
- Developing relationships between the college and parents of students with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and students.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.
- Planning activities that aim to ease students' anxieties and make them feel prepared for their next stage of learning.

## **2. Inclusion**

The college utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the college, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire college community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teaching staff will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

### **3. Initial assessments**

When students first join the college, they will undertake a timely initial assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior.

The assessment will be carried out using the form provided in [Appendix 1](#).

Initial assessments are carried out by the EAL lead, and completed assessments are held on the student's profile.

Teaching staff of the student will be allowed access to the assessment to inform their teaching and lesson planning. The student and their parents may view the assessment at any time.

### **4. Classroom practice**

Teachers have high expectations of all students.

Learning activities will be matched to students' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve students' literacy:

- Utilisation of the student's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow students to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid students with EAL and dual language textbooks are available and used where possible.

## **5. Access to the curriculum**

The needs of students with EAL are considered by teaching staff when planning lessons. When planning lessons, teaching staff will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in their lessons.
- The support requirements of students with EAL are identified and the support is made available.

## **6. Working with parents**

Liaison with parents is vital to the creation of a strong home and college partnership, which can ensure the development of students with EAL. To aid this partnership, the college will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with students before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of college documents are carried out and provided to parents of students with EAL.
- Encourage parents to participate in college functions.
- Invite parents to college to help with class activities, such as cooking, reading and class outings, where appropriate.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## **7. Monitoring and review**

The Executive Headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

## Appendix 1:

### First Language Assessment Form

<b>Student's name</b>	
<b>Assessed by</b>	
<b>Language</b>	
<b>Date</b>	

<b>Is the student's social/linguistic behaviour age-appropriate?</b>	<b>Y/N</b>
<b>Does the student understand a range of questions, instructions and a story, told in their first language?</b>	<b>Y/N</b>
<b>Is the student's speech clearly articulated?</b>	<b>Y/N</b>
<b>Is the student able to speak accurately at a social level?</b>	<b>Y/N</b>
<b>Is the student's vocabulary appropriate/sophisticated/limited?</b>	<b>Y/N</b>

<b>Does the student use correct grammatical structures?</b>	<b>Y/N</b>
<b>Can the student talk about the past, present and future using correct verbal forms?</b>	<b>Y/N</b>
<b>Do you have any concerns?</b>	<b>Y/N</b>
<b>Do you have any comments regarding the student's social interaction with you during the assessment?</b>	<b>Y/N</b>
<b>Can the student read and write in their first language?</b>	<b>Y/N</b>
<b>Can the student complete age-appropriate mathematics tasks with limited language context?</b>	<b>Y/N</b>



