



RGS
DODDERHILL

English as an Additional Language (EAL) policy

At RGS Dodderhill all pupils and staff must feel accepted and valued. For pupils learning English as an additional language (not the one they primarily use at home), it is important that we recognize and respect the role and importance of that primary language, while also enabling each pupil to use English as their main vehicle of learning at Dodderhill. This approach must be seen alongside the School's Equal Opportunities Policy. This EAL policy aims to promote awareness of the School's obligations and to support all of the procedures to be considered in meeting the needs of pupils who have English as an additional language (EAL) and thereby help them to access an education at Dodderhill fully and to raise their achievement.

Key elements in the RGS Dodderhill EAL policy

- EAL pupils are entitled to the full RGS Dodderhill programmes of study and all their teachers have a responsibility for enabling them to learn English as well as other subject content.
- Effective learning requires attention to the language embodied in each curriculum area. Meanings and comprehension must not be assumed but must be made explicit.
- Language is central to identity. Therefore, the primary languages of all pupils (and staff) should be recognised and valued. Pupils should not be discouraged from maintaining their primary language and using it in School, as long as this is not to the exclusion of others.
- Although many pupils will acquire the ability to communicate on a daily basis in English quite quickly, the level of language needed for academic study is much more complex and can require continued support for a lengthy period.
- Language develops best when used in purposeful contexts across the curriculum. When planning lessons the language needs of EAL pupils must be identified and included in planning.
- A clear distinction should be made between EAL and Learning Support though the Learning Development department may well play a key role in looking after EAL pupils.

Assessment

- All EAL pupils are entitled to standard RGS Dodderhill assessments.
- Progress in the learning of English should be regularly assessed and monitored.
- Assessment methods should be checked for cultural bias and action taken to remove any such bias.
- Sensitive consideration must be given to the appropriateness of testing EAL pupils, particularly in the early stages of English acquisition.
- Where appropriate, application will be made to Exam Boards for the use of dictionaries in examinations.

Planning, Monitoring and Evaluation

- Targets for EAL pupils must be appropriate, challenging and reviewed regularly
- Planning for EAL pupils will incorporate curricular and EAL specific objectives. HoDs must ensure that these approaches are regularly monitored; schemes of work must take account of the linguistic, cultural and religious backgrounds of pupils and their families.

Strategies for teachers

- Classroom activities should have clear learning objectives and use appropriate materials and support to enable pupils to participate fully in lessons.
- Key language features of each curricular area, key vocabulary, uses of language, forms of text, should be identified.
- Enhanced opportunities should be considered for speaking and listening.
- Additional visual support should be considered - posters, pictures, etc
- Additional verbal support should be provided - repetition, peer support, etc
- Enhanced opportunities for collaborative activities that involve appropriate talk and which encourage participation.
- Support should be provided for language and learning - writing frames, etc.

Learning Support and Gifted and Talented Students

- EAL pupils will not automatically receive help from Learning Development, but will have the same rights of access to it as other pupils should they need it.
- Gifted and Talented EAL pupils will have the same rights of access to such programmes or opportunities as other pupils.

Parental/Community Involvement

Teachers and support staff will encourage parental and community involvement; this may take the form of:

- providing a welcoming induction process for newly-arrived pupils and their families or carers.
- using plain English and translators and interpreters, where appropriate and available and subject to appropriate checks, to ensure good spoken and written communications.
- identifying linguistic, cultural and religious background of pupils.
- recognising and encouraging the use of the primary language, under appropriate conditions.
- helping parents or carers to understand how they can support their children at home.

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