Liwa International School for Girls EAL Policy
POLICY STATEMENT

Rationale

Liwa International School for Girls currently has approximately its majority of pupils who are classified under the EAL or bilingual category. (Data is subject to change reflecting new intakes over the year).
This policy sets out the School's aims, objectives and strategies with regards to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve their full potential.

EAL learners are a very diverse group. The definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'.

Aims:

1. To improve EAL pupils' confidence and fluency in reading, writing, speaking and listening skills which will enable them to increase access to the curriculum and fulfil their academic potential.
2. To increase the whole – school awareness and value of the home culture (e.g. by encouraging pupils to bring in examples of reading materials from home).
3. To encourage greater awareness of grammatical structures of English.
4. To enable pupils to assess their own work critically.
5. To enable pupils to use their first language where necessary.
6. To encourage pupils to be aware of the variety and ranges of spoken English.
7. To provide examples of specific sentence structures and vocabulary of key curriculum areas.
8. To simplify (or provide translation) information to parents.
9. To encourage and enable parental support in improving their child's attainment.

Objectives:

1. To ensure that all EAL pupils have full access to the school curriculum and participate in lessons.
2. To ensure that all EAL pupils can fulfil their full potential appropriate to their abilities and skills.
3. To assess and monitor progress of EAL learners in their acquisition of the English language and progress in different subject areas.
4. To develop strategies and support for teachers to support EAL learners in the classroom.
5. To develop home/school/community links.

Strategies

Interventions:

1. Initial recommendation by Home School Teachers/ English Teachers / Assistant Headteachers, in consultation with EAL teacher, of EAL pupils who might benefit from intervention.
2. Assessments of named pupils using observation or individual school assessment criteria i.e. Baseline results, Statement of Special Need, Analysis of Reading, Speaking and Listening, Reading and Writing Levels.
3. Weekly interventions for EAL pupils to improve Reading, Speaking and Listening, Reading and Writing of the English Language. Some will benefit from another weekly group session.
4. Intervention strategies: planning for EAL pupils incorporates both curriculum and EAL specific objectives ; writing frames; use of IT; encouraging wider reading in school and at home; selecting information by highlighting text; sequencing and predicting activities; tick sheets; labelling; use of white boards; extra reading for meaning and vocabulary.
5. Liaise with parents of EAL pupils if the need should arise.
6. Supply extension work for pupils and resources and advice to staff.
7. Support pupils in different lessons.

Classroom ethos:

8. Classrooms need to be inclusive, thus valuing cultural differences.
9. Recognise the pupil's mother-tongue and boost pupil self-esteem.
10. Identify pupil's strengths and encourage them to transfer their knowledge and skills of a language to others.
11. Recognise that pupils with English as an Additional Language will require more time to process and answer both orally and in written format.
12. Give newly EAL pupils in the classroom to overcome their 'silent period'.
13. Pair or group EAL pupils with others who would have good models of the English Language.
14. Classroom activities have clear lesson objectives and use appropriate materials and support to enable pupils to participate in lessons.
15. Additional visual support to be provided such as posters; pictures; demonstrations and additional verbal support such as repetition; modelling; peer support.
16. EAL Classroom strategies provided to Teachers to allow differentiation in lessons.

Assessment:

17. School's register or School's pupil data to identify pupils with English as a second language or their ethnicity.
18. Initial Assessment for new arrivals.
19. Ongoing recording of pupil's work during EAL interventions.
20. Termly reports of progress for EAL Pupils' skills.
21. Termly assessment of pupils' listening, speaking, reading and writing skills.
22. Termly staff liaison time to discuss pupils' progress, needs and targets.

Review:

School data will include information on ethnic minorities/EAL Pupils and their achievement and progress. This will enable the school to monitor progress in their academic achievements.

The EAL coordinator and Head Teacher will be responsible for the evaluation and review of the policy.

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