

LVS ASCOT

EAL Department Policy

Academic:

The EAL department aims to provide the necessary teaching and learning for speakers of other languages to enable them to develop the language skills necessary in order to access the school curriculum and function on a day to day basis.

We aim to build on the diversity of race, culture, religion and gender within our students to create caring confident citizens of the future.

Induction:

Induction occurs before the academic year commences in August/September and is open to all newly recruited EAL pupils across all year groups. The objective is to help pupils to settle in and become familiar with their surroundings before the other pupils return to school for the start of term.

The induction consists of team building exercises for secondary age children and activities involved with *Wallace and Gromit* films for younger children. In addition pupils are given a guided tour of the school followed by a treasure hunt. During the afternoon pupils are taken to local places of interest such as Windsor by members of staff. In addition to being useful for the pupils, it enables the EAL teachers to get to know the pupils and to start making an initial assessment about their language abilities, allowing them to start planning for the coming teaching year and informing mainstream teachers about the pupils' English levels in advance.

Transition from Year 6 to Year 7:

Where it is known that a pupil is to transfer from the junior to the senior school, necessary steps are taken to help that transfer go as smoothly as possible. EAL teachers will talk to the year 6 pupil during lessons about the move up and try to gauge how the pupil feels about the move. The teacher should react to any negative feedback, by relaying it to relevant members of staff or taking steps themselves to alleviate anxiety. The head of department is responsible for passing on relevant information about the pupil by drawing the subject teachers' attention to the existing IEP and providing other supplementary information about their linguistic abilities that may be relevant. The head of department will advise on the use of an LSA in certain classes and number of EAL lessons required per week.

Teaching and Learning:

1. Our primary objective is to help pupils acquire the language skills necessary in order to function in everyday life at school and fully access the curriculum. Pupils are thoroughly assessed on arrival, using our own suite of testing materials. We also seek comments and feedback from tutors and mainstream teachers to help us gain a clearer picture of the pupils needs within the whole school system.
2. Once pupils have had their initial assessment, the teacher(s) will choose a suitable text book and supplementary materials for the pupil. As the majority of our lessons are one to one, there is a degree of flexibility over the resources used and sometimes resources will be changed as staff become more familiar with the pupil's needs. Schemes of work are loosely based on the text books

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used; however, we do not follow these slavishly. For instance, if it is discovered there is a gap in a pupil's knowledge, a teacher may deviate away from the book and use other resources to address the issue. Similarly, if a pupil shows good understanding of the grammar/vocabulary etc already, we would move on to more challenging material.

3. In addition to English acquisition, the EAL teacher is able to provide support to pupils with their mainstream subjects. Liaison occurs between the subject teacher and the EAL teacher and the pupil can use EAL lesson time to gain support on the topic. Learning Support Assistants accompany pupils, where necessary to their mainstream classes, helping them to understand what is going on in the class and providing a lunchtime homework club everyday where they can follow up their work.
4. EAL teachers are responsible for devising Individual Education Plans (IEPs) and these should be available on the z drive by the second half of autumn term.
5. When appropriate pupils can begin preparation for internationally recognised ESOL examinations in order to provide them with the necessary qualifications to progress in their education, whether in their own countries or in the UK. E.g. Cambridge ESOL suite of examinations and IELTS.

Pastoral:

1. To provide a competent, supportive and caring network of staff within the department to work with and support students in pastoral matters as well as academically
2. To collaborate with staff and pupils to promote the ethos within the school that the languages and cultures of all students are to be recognised and celebrated. (Whole school assemblies, festival activities)
3. To ensure that the needs of international students are catered for by Senior Managers when making whole school policies and in planning and when providing resources
4. To promote good relationships with parents/guardians in order to gain their understanding of and promote their support and involvement in the school and their children's education plan
5. And thus to establish the basis for social integration

Reviewed January 2012

Reviewed by C Cunniffe; H Donnelly

This policy must be reviewed no later than: January 2013