EAL Policy

Adopted: July 2014
Next review: July 2017

Principles, values and entitlements

JCoSS is an inclusive community that values all its students, regardless of ethnicity, nationality or background. A core principle of the school is to celebrate practices and beliefs from across the Jewish community and beyond.

English as an additional language: some key principles

All EAL students are different and have individual needs depending on their previous experiences. Students' needs are **linguistic**; EAL is **not synonymous** with SEN. Many students do not need to learn English as a new language, it is simply that it is not their FIRST language.

People learn a new language most easily when:
- they are in a positive, secure and helpful environment
- they are interacting with others
- the language items they are expected to use are clear and focused
- new language items are presented to them in a meaningful context
- they hear the new language items repeated several times
- they have the opportunity to repeat and use the new items themselves
- every attempt at speaking is praised
- the rules of the language are modelled naturally
- there are interesting things and events that stimulate language
- gesture, body language and facial expression reinforce the spoken word

Students' academic proficiency in their first language makes an important contribution to academic success in the second language. Conversational ability will develop much more quickly than mastery of the language needed to succeed in the curriculum. It can (though it may not) take many years for EAL students to acquire academic English at the same level as their peers.

Responsibilities of the EAL co-ordinator
- Use the level 1 and 2 criteria to measure EAL students' proficiency in English
- maintaining an EAL register that is flexible and places students in appropriate groupings for their EAL ability
- developing short-term induction programmes for EAL students who have little or no English
- monitoring EAL students' progress; requesting EAL data from the data manager on a half termly basis
- co-ordinating a programme of support, tailored to the needs of individual students
- supporting mainstream teachers in the teaching of EAL students
- deploying LSAs and/or specialist EAL staff to provide effective support for EAL student

Procedure for identifying EAL students and the need for EAL support
- analysis of information about the students from previous educational establishments
- all students upon arrival to take the JCoSS Language Survey
- Use Barnet definition for EAL "children regularly exposed to another language in the household, while under the age of 12"

- Each student's place on the register to be confirmed and all subject staff informed
- The school identifies the appropriate stage of language competency / acquisition for the students
- EAL register and data to be available for scrutiny regarding underachievement in English and possibly other text-rich subjects such as Jewish Education and Humanities
- parents of these students to be notified
- students to be placed in sessions according to need - to be scheduled on a withdrawal basis once a fortnight, from different subjects (fortnightly timetable)
- assessment of progress at the end of the programme by means of contrasting writing samples of "before" and "after" and/or English target progression

Approaches to ensure that JCoSS is an EAL-friendly school
- Visual clues provide initial help for students new to English.
- Routines and procedures can be quickly understood simply by looking and copying other students.
- Students' first language is visually represented within the school
- Good speaking and listening are noticed and praised.
- Students are grouped in a variety of ways during the school day so that they get the chance to work with many other students in the class at some point during the week.
- Parents feel they are partners in the education process.
- Dictionaries for appropriate languages are available in each classroom for students.