

English as an Additional Language (EAL) Policy & Français Langue Étrangère (FLE) Policy

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English or French as an Additional Language Policy

1. Introduction

- 1.1. At EIFA International School (the “School”), we value all pupils equally. We encourage all our pupils to aim for the highest possible standards and we take account of each pupil’s individual needs and experiences.
- 1.2. A number of our pupils have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English or French as an additional language. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English or French.
- 1.3. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. This School recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2. Aims and Objectives

- 2.1. The aims of this policy are to support our planning, organisation, teaching and assessment procedures and the use of resources and strategies, in order to meet the needs of pupils who have English or French as an additional language. Our objective is to promote equality of opportunity, language awareness and to raise pupil attainment, progress and achievement.

3. Teaching and Learning Style

- 3.1. In the School, teachers use various methods to help pupils learning English or French as an additional language, to develop their spoken and written skills by:

- ensuring that vocabulary work covers the everyday meanings, highlighting and reinforcing basic rules of grammar- verbs, grammatical forms, etc
- covering key words, metaphors and idioms
- explaining how spoken and written English or French have different usages for different purposes

- providing them with a range of reading materials, to exemplify the different ways in which English or French is used
- giving them appropriate opportunities for speaking, and using speech to support writing
- encouraging them to relate one language to another
- Teachers ensure pupils who are learning English or French as an additional language have access to the curriculum and to assessment by:
 - using texts and materials that suit their ages and learning stages
 - providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
 - using the pupil's home or first language where appropriate
 - promoting inclusive strategies within their lessons.

We also provide additional support individually or in small groups, to maximise learning using high levels of attention.

4. EAL, FLE and Inclusion

4.1. In our School, we value each pupil as a unique individual. We strive to meet the needs of all our pupils, ensuring we meet all statutory requirements related to inclusion.

4.2. Pupils with English or French as an additional language do not have separate teaching, unless required. New arrivals to the country will have discrete, individual language lessons to enable them to acquire English or French language skills as quickly as possible.

4.3. If necessary, teaching assistants will assist with the teaching of a language in mainstream classes. This involves supporting individual or small groups of pupils and, at times, teaching the whole class. Sometimes the language support teacher will work with groups composed not entirely of EAL or FLE pupils.

4.4. From Year 3 to Year 12 specialist teachers deliver language acquisition lessons. Lessons are tailored to a pupil's individual needs.

4.5. In the Early Years Foundation Stage, we provide opportunities for pupils to develop their English or French and offer support to help them take part in activities. Such help includes:

- building on their experience of acquiring language at home and in the wider community
- providing a range of opportunities for them to engage in English or French speaking and listening activities, with peers and with adults
- engaging the child in educational games that develop their language skills
- providing bilingual support to extend vocabulary.

5. Assessment for Learning

5.1. The School uses the Common European Framework (CEF) English scales to measure the English language competence of EAL children. We carry out on-going recording of their attainment and progress.

5.2. When sitting assessments in subjects other than English or French, pupils with EAL or FLE will not be marked on their language skills. Teachers may also provide translations of questions and/or glossaries to aid the pupil.

5.3. Language support teachers may help pupils during assessment periods, as deemed necessary by subject teachers. Any support during external examinations will be subject to the requirements of the awarding body overseeing those examinations.

6. Monitoring and Review

6.1. This policy is monitored by the Senior Leadership Team and will be reviewed every two years or sooner if necessary.