

## EAL POLICY

The term “bilingual” refers to all pupils who have access to or need to use two languages at home or in school. It does not necessarily imply fluency in both languages, and includes pupils just beginning to learn English. A bilingual learner’s development in English can be considered in terms of four stages. A register of these is held in the EAL/SEN folder. All teachers should attempt to be familiar with the language level of the pupils they teach.

- Stage 1: Bilingual learners who are just beginning to learn English;
- Stage 2: Bilingual learners who are beginning to develop in moving between languages and in using the English they are learning;
- Stage 3: Bilingual learners who are gaining more confidence in their use of English in most contexts;
- Stage 4: Bilingual learners who are confident users of English in most contexts.

N.B. The levels of need run in the opposite direction to those of SEN and are one fewer.

In the class where there are EAL pupils present at level 1 and 2, teachers are recommended to:

- Be careful in our choice of words, especially words which introduce whole group activities.
- Be very careful in our choice of religion-specific words which they may not have encountered previously. (Use of blackboard/Smartboard encouraged).
- Support those who are experiencing difficulty either by personal help or by ensuring that the EAL pupil is sitting next to a linguistically able and helpful pupil.
- Check resources for language level.
- Use individual praise wherever possible.
- Affirm the cultures and the religions of the pupils concerned wherever appropriate.

This policy was adopted on 09 April 2014

Date to be reviewed 09 April 2015

Signed on behalf of the management committee

Name of Signatory **Mary Anne Lovage**

Role of Signatory **Chairperson**