



## **St. Martin's School**

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We are a diverse and school that values the planet and fellow human beings in all their expressions. We therefore believe that a strong EAL policy is essential to a strong school community.

We have written this policy as it particularly fits the ethos of our school. We are aware that children who attend St Martin's School live in different boroughs. However, for clarity we focus on the London Borough of Barnet.

This Policy will be disseminated to all staff for their contribution, understanding and agreement to adhere to it. It is on our website, in every classroom and a copy is in our main office for anyone to read and discuss.

### **EAL (English as an Additional Language) POLICY**

"At St Martin's School we are a fellowship of scholars who achieve excellence. We seek a rich, broad and challenging Curriculum. This culture puts us in control of our journey. Our children not only excel academically but are given the tools to enable them to pass their exams and converse at interview with confidence. This learning nurtures and stimulates us whilst emphasising the importance of individuality, intellectual wonder and self-actualisation. We obtain mastery in all aspects of the Curriculum. The heart of our journey is Literacy which we recognise as the fundamental tool of human communication. We explore the human condition through Music, Media and Drama. We value the planet, nature and fellow human beings in all their expressions."

St Martin's School aims to celebrate each child as an individual.

#### **Introduction**

At St Martin's School all of our students are important, and this applies to every aspect of their education – their teaching and learning, their achievements, their attitudes and their self-esteem. We encourage them all to aim for the highest possible standards, and we take account of each student's individual needs and experiences.

A number of our students have particular requirements with regard to learning and assessment and these are linked to their progress in acquiring English as an Additional Language.

They will need support in:

- Producing and understanding sounds that differ from their own language
- Distinguishing between different sounds in English
- Understanding oral sets of instructions
- Processing language at speed
- Understanding and using appropriate intonation and stress
- Following whole group interactions
- Understanding and using statements, questions, offers and commands
- Understanding oral texts when not supported by visual/concrete clues
- Understanding technical vocabulary
- Learning appropriate language for playing
- Learning appropriate language to interact with peers and adults
- Understanding lexical metaphors such as "I'm pulling your leg"

Students who are learning English as an Additional Language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

According to Ofsted it takes:

"On average five to seven years to become fully competent in a second language although individuals will vary in the speed that they acquire this competence"

English as an Additional Language (Ofsted 2000)

This implies that non English speakers at St Martin's School will need long term support. It is important to remember that just because a student is coping in the day to day life of the classroom it does not mean that they are reaching their full potential academically. In order to reach this level additional support from the family may be needed and families need to consider whether St Martin's School is the best option for their child in the time frame available before public examinations.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. St Martin's School recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

The aim of this Policy is therefore to help ensure that we meet all the needs of those students who are learning English as an Additional Language. This is in line with the requirements of the Race Relations Act (1976).

### **Teaching and Learning Style**

Research on students learning English as an additional language shows that there are many ways to approach language learning and all can be effective. However there is:

**"Broad agreement about an approach to language teaching and learning which stresses the importance of communication in the language-real language use- as a central component of learning as well as a desired outcome for that learning.....a rich and varied input of the new language together with opportunities for learners to interact with the language."**

**DfES 2005**

Teacher's knowledge about students' abilities and their needs in English and other subjects is used in Curriculum planning and assessment, teaching and grouping.

At St Martin's School, teachers use various strategies to help students who are learning English as an Additional Language depending on age, ability and previous experience of English.

Student's spoken and written English is developed by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Explaining how spoken and written English have different usages for different purposes;
- Providing them with a range of reading materials, to exemplify the different ways in which English is used;
- Giving them appropriate opportunities for talking, and using talk to support writing;
- Encouraging them to relate one language to another by using their native language knowledge to express themselves in English;
- Using a visual and auditory approach to learning;
- Using a kinaesthetic approach and ensuring that over learning takes place at all stages

Teachers should ensure pupil's access to the Curriculum by:

- Using texts and materials that suit their ages and learning stages;
- Providing support through visual aids, ICT, video and audio materials, dictionaries and translators;
- Using the home or first language where appropriate;
- Sitting near English speakers to act as role models;

## **EAL and inclusion**

At St Martin's School we strive hard to meet the needs of all pupils learning English as an Additional Language, and we take all reasonable steps to achieve this.

Teachers encourage children with English as an Additional Language to participate and where possible and appropriate give them the same work as their peers. If they are unable to access the lesson then differentiated work will be given to link in with the main objective. For students with no or very limited English, families are asked to consider whether St Martin's School is the best option for their child.

The Head teacher is responsible for deciding the allocation of support given to each child depending on where the needs are, following consultation with teachers, parents and SENCo.

## **Assessment**

Prior to admission the student completes various assessments, to help identify their strengths and weaknesses. The findings are then with the all interested parties and individual targets are set and reviewed and a decision is taken on whether to offer a place.

If there is a concern about lack of progress in learning across time and it is evident that the difficulties go beyond the acquisition of the English language, then the SEN co-ordinator will be informed and further enquiries and assessments will be carried out.

Signed – Dr Jason Walak – Head Teacher

12<sup>th</sup> January, 2017

Review Date: January, 2019