



Banana Island School

A Happy School with High Expectations

English as an Additional Language Policy

October 2021

First Implementation Date January 2021

Review period | Annual

Date last reviewed January 2022

Responsible person Mr Brad Sailes

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PURPOSE

Banana Island School is committed to ensuring that students who do not have English as a first language have full access to the appropriate provision of teaching and resources. Banana Island School will identify individual student needs at admission stage, recognise the skills they bring to the school and ensure quality of access to the curriculum.

In Banana Island School, we use the term EAL to refer to any student learning and using English as an additional or second language.

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the School acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

AIMS

- To provide a highly effective EAL programme which meets the needs of all students who are non-native English speakers;
- To ensure that all students have a positive language learning experience and are fully supported to realise their potential across the curriculum;
- To actively demonstrate the importance of the mother tongue in the learning and acquisition of another language;
- To ensure that national identity and cultural integrity are maintained.

STUDENT ADMISSIONS

All students applying for admission to Banana Island School whose first language is not English will be required to do an age-appropriate English language assessment. This assessment will be used to establish language level, support for English at home and the level of support required to access the curriculum and enter the mainstream classroom.

KEY PRINCIPLES FOR ENGLISH LANGUAGE ACQUISITION

- Language develops best when used in purposeful contexts across the curriculum.

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- Effective use of language is critical to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for; with attention to both initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each subject area. Meanings and understandings cannot always be assumed but need to be explored.
- All teachers have a crucial role in modelling uses in language.
- The focus and use of additional support time are best seen as an integral part of curriculum, lesson planning and, if necessary, through time allocated to student enrichment.
- A clear distinction is made between EAL and Special Educational Needs.
- Language is central to the development of identity. All teachers need to be aware of the importance of students' first language and to build on their knowledge and skills.
- Many concepts and skills depend on and benefit from a strong foundation in the native language and literacy and this strength can support the development of another language.

SUPPORTING THE ENGLISH LANGUAGE LEARNER

Banana Island School has a shared vision for supporting English as an Additional Language. Working with staff at all levels, the Senior Leadership Team will:

- Ensure the provision of identified resources to support an effective EAL programme;
- Insist on high expectations for achievement of all students;
- Promote a climate where students can practice English without fear of making mistakes;
- Provide authentic and interesting language learning opportunities in all subjects;
- Ensure that staff are aware of the diverse needs of students of different linguistic and cultural backgrounds;
- Ensure that all staff understand the principles of additional language learning;
- Promote the use of effective language teaching methodologies, strategies and classroom practices, including E-Learning opportunities;
- Ensure that there are enhanced opportunities, in and out of the classroom, for listening to, speaking, reading and writing in English.

ASSESSMENT

The EAL programme at the school will use a wide range of assessments to measure progress in language, curricular and content related targets and goals to ensure that student language development needs are being met. The assessments, aligned with the curriculum and standards, will be used to:

- Shape and monitor the effectiveness of EAL provision;

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- Track the progress of individual students and groups of students over time and inform future planning, level and type of support required and the access to the mainstream curriculum;
- Inform professional development needs for teachers and school leadership.

STAFF PROFESSIONAL DEVELOPMENT

The programme of support for EAL at the school builds on international best practice and research and is tailored to the needs of the school. All teachers will be expected to contribute to an effective EAL programme and support the development and progress of all students who are non-native English speakers.

All teachers will attend training sessions to maintain their knowledge and skills for supporting additional language learners. The training will focus on effective classroom strategies and the selection of appropriate resources for subject teaching.

RESPONSIBILITIES

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion.

TEACHING AND LEARNING

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach students in how to learn - as well as teaching our subject.
- Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

THE ROLE OF PARENTS/CARERS

Parental involvement is essential for maintaining a child's rapid development in an additional language. Banana Island School supports parents/carers by:

- Maintaining a welcoming environment for parents;
- Providing clear information about admission requirements and the support the school will provide;
- Explaining how they can help their children at home;
- Providing regular updates on progress;
- Providing as much information as possible in a home language;



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- Providing a translator as and when needed (if possible).

MONITORING AND REVIEWING

The Senior Leadership Team is responsible for monitoring and implementation of this Policy and will review it yearly.